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ABSTRACT

The teacher's guide presents some of the basic considerations necessary for classroom implementation of a public school program for autistic and seriously emotionally disturbed (ED) children. Included are descriptive infomration about typical ED student's behavior and management techniques for use in the classroom. Also given are basic ideas concerning classroom organization, scheduling, teaching procedures, and in-service training. The major portion of the guide is devoted to the Developmental Sequence Objectives and the Assessment Sheets, which provide behavioral objectives for six major skill areas: behavioral skills; social skills; motor skills; self-help; visual skills; and language skills (expressive and receptive). Replicable record-keeping devices are included for recording student progress in social and behavioral skills, as well as in curriculum-related to academic readiness skills. Appendixes include information such as a definition of autistic children, a behavior modification intervention model and a materials list. (Author/SB)

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TEACHER'S GUIDE TO AN EDUCATIONAL MODEL FOR AUTISTIC CHILDREN

A Guide containing Basic Teaching
Procedures, Behavioral Management
Techniques, and Basic Curriculum
for Autistic and Seriously Emotionally
Disturbed Children.

A Public School Program

Developed by the Orange County
School District
Orange County, Florida

An ESEA Title VI-B Project

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* Please note that throughout the handbook, the terms speech and language pathologist, and language development specialist are used interchangeably.

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Foreword

This Teacher's Guide presents some of the basic considerations necessary for classroom implementation of a public school program for autistic and seriously emotionally disturbed children. It reflects the experience and most successful and essential elements of the Orange County School District program as an ESEA Title VI-B project.

This guide includes descriptive information about typical seriously emotionally disturbed students' behavior, and management techniques for use in the classroom. In addition, basic ideas concerning classroom organization, scheduling, teaching procedures, and in-service training are presented.

The major portion of the guide is devoted to the Developmental Sequence Objectives and the Assessment Sheets, which provide behavioral objectives for six major skill areas: Behavioral Skills, Social Skills, Motor Skills, Self-Help Skills, Visual Skills and Receptive Language Development Skills and Expressive Language Development Skills.

Replicable record-keeping devices are included for recording student progress in social and behavioral skills, as well as, in curriculum - related academic readiness skills.

I. ORIENTATION

A. The Role of a Teacher of SED Children

The responsibilities of a teacher of seriously emotionally disturbed children are similar, in some ways, to those of a regular or special class teacher. Organizing a classroom, selecting and planning curriculum, evaluating student progress, and confering with parents are all familiar procedures. However, the role of a seriously emotionally disturbed classroom teacher is special in many significant ways. The behaviors characteristic of seriously emotionally disturbed children make special demands and require knowledge of and application of special techniques and approaches on the part of the teacher and his/her aides. All personnel teaching in the classroom must be proficient in the following behavior modification teaching skills:

1. Collecting data and record -keeping
2. Signalling responses
3. Shaping behavior with reinforcers and approximations
4. Chaining behaviors
5. Prompting responses
6. Reinforcing behaviors
7. Maintaining behaviors

These skills are explained in the section on behavioral management strategies. The remainder of this section is designed to introduce the teacher to some of the unique needs of a classroom program for seriously emotionally disturbed children.

B. Diagnostic Categories of Seriously Emotionally Disturbed Children

Each child referred to the program is usually referred with some type of diagnostic label or a multitude of labels including: autistic, schizophrenic, symbiotic, psychotic, neurotic, functionally mentally retarded, and/or neurologically handicapped. These labels are attempts to both describe the symptoms and to classify the presumed causes of certain sets of behaviors observed in these children.

Autism, which is characterized by avoidance of interpersonal contact, bizarre mannerisms and little or no speech, is generally thought to be a neurologically or organically based disorder, resulting in lack of development of normal attachment in the very early stages of an infant's life. (For more detailed description see Appendix A.) Schizophrenia, which is often characterized by avoidance of eye contact, bizarre language and regression from previous levels of development is believed to be based on confusion of the cognitive processes. Symbiosis, or overdependence, is characterized by extreme dependency, clinging, passivity and overly affectionate behavior. In symbiosis, the normal attachment formed between infant and mother is prolonged for an abnormally long time, and the child does not progress through subsequent stages of developing independence from the mother.

We, as educators, cannot be overly concerned with the preciseness and discreteness of the categories of emotional disorders. Research is still continuing in the diagnostic area and also in the area of causation. There are multiple hypotheses concerning causation of these disorders. Some theories base the disorders primarily on organic factors, with chemical or hormonal imbalances in the body influencing the development of the child. Others postulate that the causes are primarily experiential, with the emotional and behavioral disorders being the result of early environmental influences on the child. There is evidence to support both theories, and some hypothesize that the disorders stem from a combination of these organic and environmental factors.

Attempts to diagnose emotional disorders with greater precision and to determine causation are important pursuits. However, as educators, we must be concerned with the general characteristics and behaviors which are common to the children, regardless of the diagnostic label. While it is doubtful that we, as educators, can eliminate the causes, we can modify or eliminate some of the basic symptomatic behaviors. In this manner, we can assist the child in developing more viable modes of social interaction and enable him to participate in home and school activities amidst what is considered normal society. For this reason, general behaviors are outlined which are typical of our children and which can be coped with by utilizing an interdisciplinary psycho-educational treatment program.

C. Behaviors Typical of Severe Emotionally Disturbed Children

It has been found useful to consider certain aspects of these typical behaviors as reflections of negativism toward the environment and resistance to participation in normal social interaction. Negativism, for our purposes, is not necessarily a hostile or aggressive rejection of the world, but simply a lack of positive involvement. This may be caused partly by actual perceptual and behavioral deficiencies and/or may reflect environment on his own terms. This negativism or lack of involvement manifests itself in attempts to ignore, screen out, or in some way avoid responding to people, objects and events in the environment. Some of the most common behaviors are described below.

Lack of appropriate body orientation

One of the behaviors most characteristic of our children is refusal or reluctance to orient the body towards other people. This usually involves keeping the head, torso and/or entire body turned away from human interaction. This behavior is one of the most effective means of avoiding or disengaging human contact.

Avoidance of eye contact

Eye contact is a finer aspect of body orientation. Many of our children will avoid making eye contact with a person or object even though they may orient the head and face toward the person or object. Establishing eye contact to person is one of the essential steps in development of abilibty to interact appropriately and responsively to others. Establishing eye contact to task is a necessary prerequisite for learning.

Lack of physical equilibrium

Hyperactivity, extreme passivity, rigidity and tenseness are extremes of body state which all people may exhibit at certain times. Many of our children exhibit one or another of these extremes as their normal body state. For example, a severely emotionally disturbed child may sit limply and do nothing all day, or he may remain in a state of constant, compulsive activity throughout the day. Such a child does not demonstrate the ability to function within the normal range of physical states. He tends to fixate on the extreme polarities of behavior. His physical state does not reflect appropriate responses to his environment.

Lack of emotional equilibrium

Tantrums or fits of rage, an abnormal degree of detachment, over affection and hysterical or inappropriate laughter are all examples of extreme emotional states. A child who remains in one of these states for long periods of time or who enters these frequently lacks emotional equilibrium of the body, lack of emotional equilibruim interferes with normal responsiveness to the environment.

Repetitive and bizarre mannerisms or speech

Examples of behaviors in this category include:

Flicking the fingers and hands in front of the eyes
Rhythmic rocking back and forth or from side to side
Walking on tip toe all the time
Striking oneself rhythmically and repeatedly
Abnormal fixation on particular objects
Disturbed reaction to changes in environment
Repeating one word or sound over and over again
Echolalia (child mechanically echoes words he hears)

Actions such as these can absorb a child's total attention and serve to interfere with, or completely block out, his perception of, and response to, other stimuli.

Little or no speech

Complete lack of speech or severely limited or peculiar use of vocabulary is common in our children. This characteristic also mirrors a lack of involvement with the environment.

II. BEHAVIORAL MANAGEMENT STRATEGIES

A basic premise of this program is that seriously emotionally disturbed children can grow and develop into productive citizens only if they are taught to achieve minimum standards of socially accepted behavior. These requirements must be carefully defined and developed in extremely small steps. Furthermore, the firm refusal to accept undesirable behavior with the application of predetermined consequences is essential. At the same time, the shaping of incompatible alternative behaviors using behavior management strategies, must be taking place through the day. In each learning center, reinforcement of desirable behaviors must be consistent to achieve desirable social and behavioral growth. Section VI-A of this guide contains the Developmental Behavioral Objectives and the Developmental Socialization Objectives, accompanied by the Assessment Checklist for assessing and recording the achievement of these behaviors.

A. Assessment of Student Behavior

One of the basic goals of the program is to increase appropriate behaviors, while at the same time decreasing and finally eliminating problem behaviors. Appropriate behaviors to be increased are found in the curriculum section of the book (Behavioral Assessment and Socialization Assessment). Problem behaviors are those behaviors which interfere with establishing positive relationships with others and/or reduce the child's ability to learn good behaviors. These behaviors can be divided into two main types: destructive behaviors and ritualistic behaviors. Destructive behaviors the children typically engage in, include the following:

1. Banging or hitting head or face.
2. Biting or scratching.
3. Throwing tantrums.
4. Hitting, biting scratching or kicking other people.
5. Getting into things (emptying cabinets or packages, playing in bathroom water, scattering books and records).
6. Tearing materials or objects that belong to other people.

The children are frequently observed engaging in the following ritualistic behaviors:

1. Rocking.
2. Spinning like a top.
3. Spinning objects.
4. Fixating on fingers or shiny objects.
5. Flopping arms and/or hands.
6. Twisting face into strange expressions.
7. Holding himself in strange postures (covering head or eyes with hands or arms, twisting head).
8. Demanding certain arrangement of objects (furniture, books, records, kitchen equipment).

For each problem behavior, there is an appropriate alternative behavior which can be taught and which will eventually replace the problem behavior. For example, a child cannot spin objects, if his hands are folded together in his lap or on the table. However, while alternative behaviors are being learned, problem behaviors must be managed.

Before choosing a method for coping with a problem behavior,, analyze and record the child's reaction to certain concequences. If these cosequences have not deterred behavior in the past, they are probably not effective now. The following reactions to consequences should be analyzed:

*1. Child's response to physical punishment.
2. Child's response to verbal punishment (scolding).
3. Child's response to "time-out" (isolation or removal from setting).
4. Child's response to ignoring (acting as if the behavior had not occurred).

If the child responds to the consequences by continuing the behavior or by increasing the behavior, the methods are not being applied appropriately or consistently. The person applying the consequences may be inadvertently rewarding the child through verbalizing. The consequences may not follow the behavior fast enough, or the child may be controlling the entire situation. Proper application of intervention methods is discussed in a later section. (See Intervention in Section Behavior Intervention Model)

Following careful assessment of appropriate and problem behaviors, and assessment of child's responses to consequences, goals for the individual child are established.

B. Goals for Student Behavior

The overall goal of the program is to enable these children to transfer to another special class placement (E.M.R. or E.D.) or to a vocational placement. The specific criteria which will be used to determine a child's readiness for transfer out of the program are as follows:

1. Relates to others in a meaningful manner.
2. Communicates well enough to express thoughts realistically and to allow participation in academic tasks.
3. Sustains attention to an academic or pre-vocational task for at least 15 minutes.
4. Controls his own actions adequately.
5. Cooperates with requests and follows instructions.
6. Participates in group activities.
7. Indicates desire to perform academic tasks.
8. Demonstrates adequate gross and fine motor development.
9. Demonstrates academic and learning readiness skills on at least a first grade level.
10. Functions successfully when integrated for short periods of time into transition, special class or vocational program, for full time placement.

*Please note that this method of coping with behaviors is not recommended for use in a public school setting. This method is not used in the Orange County School District program.

The section which follows offers some general guidelines or strategies utilizing behavior modification techniques for coping with the behavior of emotionally disturbed children in a classroom setting. (Refers to Appendix B Behavior Modification Intervention Model) For the teacher the major concern in working effectively with these children is to seek ways of teaching positive behaviors while eliminating or reducing the interfering behaviors. The interfering behaviors are those which maintain the avoidance of interaction with other human beings, and the lack of involvement with the world around them. The basic premise of this program's behavior modification approach is that reduction of a child's undesirable behaviors is achieved by constant intervention measures which enlarge his repertoire of desirable or normal behaviors. When a child develops new behaviors that increase his positive interaction with all aspects of his environment, and those behaviors are maintained through reinforcement, he is learning to developed alternatives to his bizarre and asocial behaviors.

As teachers or teacher aides work with and relate to a seriously emotionally disturbed student, these three general aims should be kept in mind:

1. Reducing the child's negativism and resistance to interaction,
2. Increasing his capacity for and desire to participate in accepted forms of social interaction, and
3. Increasing his receptiveness and capacity for learning.

C. Behavioral Intervention Model *

An educational program based on a behavior modification model has at least three goals which are:

1. To increase the number of tasks the child learns or to help the child acquire skill in the performance of certain tasks. (The tasks the child is to learn or the skills the child is to acquire, should be specified by an educational prescriptive program)
2. To maintain the child's skillful performance after his performance has reached some criterion of task mastery, and
3. To accomplish the first and second goals in an efficient manner, that is with a minimum number of inputs.

The inputs that produce change include time spent in acquiring the skill (the number of minutes working on a certain skill area), certain procedures for which the teacher is responsible, materials (objects to which the child makes responses - puzzles, blocks, pictures) and tasks presented (models to imitate, manipulatives to work). The behaviors that the teacher is directly responsible for include:

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* This section of the guide was developed in consultation with Dr. Matthew Israel, Director of Behavior Research Institute and Dr. Martin Kozloff, Professor at Boston University.

1. Providing occasions for the child to respond (chances to imitate certain models, chances to answer certain questions, chances to discriminate squares and circles).
2. Prompting (movements of the teachers, verbal or physical, which are supposed to help a child omit a response once an occasion has been given).
3. Reinforcing (movements of the teacher, which follow a response and which are supposed to strengthen it).

There is a certain behavioral learning process that leads to the achievement of the educational goals. (See Figure 1, Model of the Behavioral Learning Process) Before much learning of any positive kind takes place, the child must acquire some of the Behavior Skills in Level A. (See Developmental Behavioral Objectives in Curriculum Section) Certain inputs provided by the teacher will strengthen the behavioral skills. Giving the child occasions, prompts and reinforcements for correct responses should in time increase and strengthen the skills. Once a repertoire of positive interaction responses has been established, the child should be given many occasions to respond to tasks in the other skill areas. Occasions, plus prompts, plus reinforcement will increase the Overall Range or Volume of Good Behavior (the overall rate of behaviors that can be shaped into highly skilled performance). At first, the responses will not be perfect. They will be rough approximations of the behavior that is expected. (Tasks Learned). These rough approximations (preliminary criterion) tell us how to fade the prompts, when to fade the prompts and when to give differential reinforcements to closer approximations of the perfected behavior. Certain performance will meet our criterion for calling a task learned. (Terminal criterion) Once a task has been learned, the skilled performance must be maintained by giving the child practice. This task should be chained to other tasks and occasions for the task should be provided in a variety of situations.

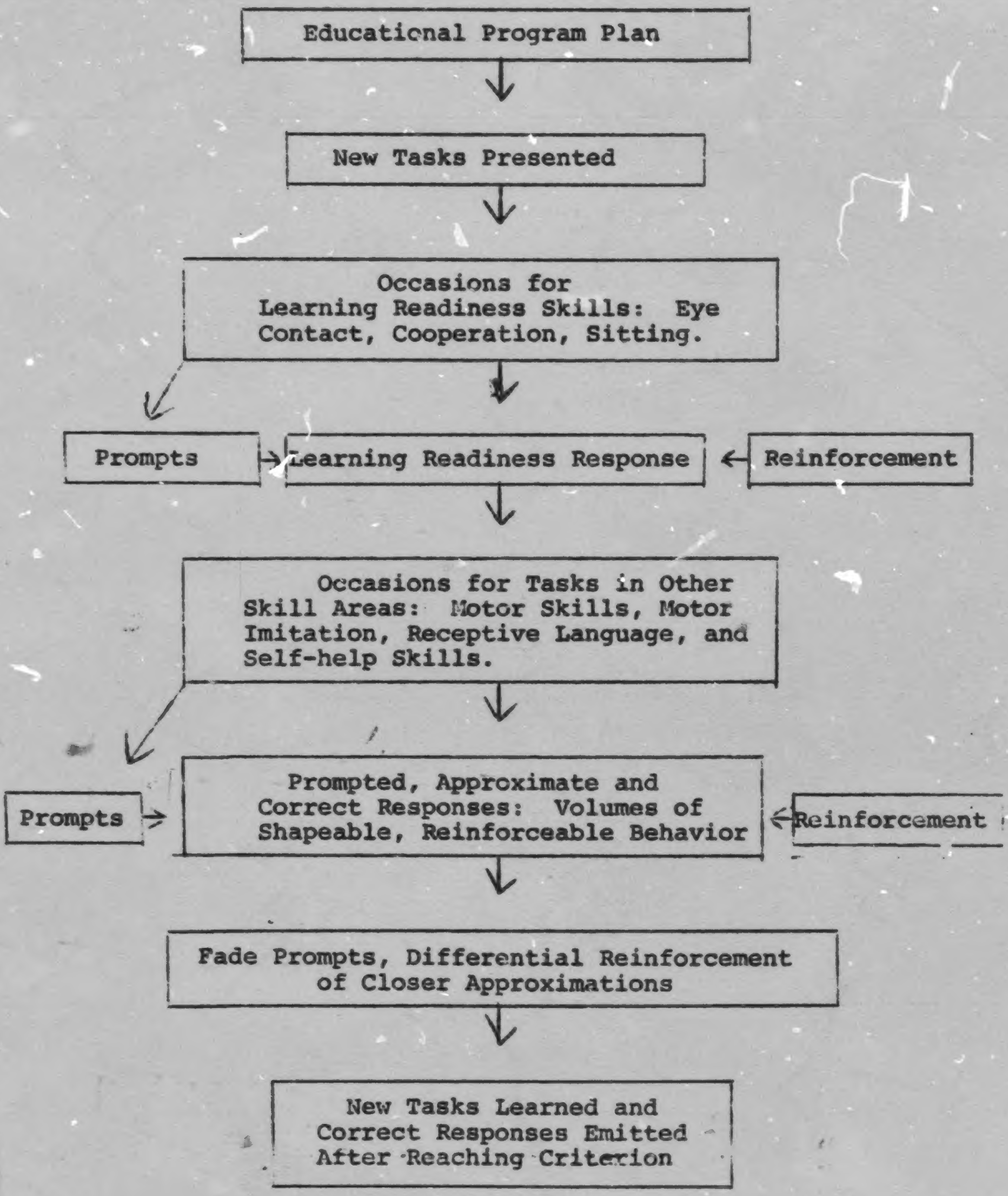
Continuous evaluation to provide feedback to the teacher is an essential element of the process. Evaluation will tell you the extent to which you are reaching your goals. In relation to Goal One of a program, you should know both how many tasks the child is learning or has learned at any point in time and how fast he is learning new tasks. The amount of learning and the rate of learning are the first elements of the process to be evaluated.

Maintenance of skilled performance is the next essential element to be evaluated. (After terminal criterion for a certain task has been reached, what percentage of occasions will be followed by a correct, unprompted response?)

The last consideration is the rate of input that is required to produce tasks learned and to maintain skilled performance. In other words, how much time, and how many occasions does it take to produce and later maintain, a certain amount or rate of learning and performance of tasks. If the first learned

FIGURE 1

Model of Behavioral Learning Process


Educational Program Plan
New Tasks Presented
Occasions for Learning Readiness Skills: Eye Contact, Cooperation, Sitting.
Prompts
Learning Readiness Response
Reinforcement
Occasions for Tasks in Other Skill Areas: Motor Skills, Motor Imitation, Receptive Language, and Self-help Skills.
Prompts
Prompted, Approximate and Correct Responses: Volumes of Shapeable, Reinforceable Behavior
Reinforcement
Fade Prompts, Differential Reinforcement of Closer Approximations
New Tasks Learned and Correct Responses Emitted After Reaching Criterion

task required five thousand occasions and three hundred reinforcements to be produced and it is still requiring that amount of input, the learning process is not becoming more efficient. The entire program should be analyzed carefully, if evaluation shows that the process is not being accomplished in an efficient manner.

There are three major components of the Behavior Modification Intervention Model. (See Appendix B) Analysis, intervention, and evaluation will be discussed at length in the remainder of this section. The model illustrates the continuing process of assessing, planning, applying and evaluating which is essential in a program utilizing behavior modification techniques.

Analysis

In accordance with the goals of the program, the behaviors of the child are assessed immediately upon entering the program. Information from assessment records during the identification process, parent records and the educational plan should assist in this process. Based on recommendations of the educational plan, target behaviors are selected. These behaviors are possible behaviors for modification; either positive behaviors to be increased, or negative behaviors to be decreased.

If the behavior is to be decreased, an instructional objective is written with an appropriate intervention technique. Terminal criterion must be established for the behavior. If the procedure involves developing incompatible alternative responses, the child's behavior must be analyzed more carefully to determine suitable responses in his repertoire of behaviors. Reinforcers to be applied or withheld should be determined. Primary reinforcers increase behavior more rapidly than natural reinforcers, however, deprivation of other foods, as well as satiation level, should be considered. Also primary reinforcers are not always available and should always be paired with natural reinforcers for conditioning purposes. The design usually within subject (child) at this point is determined and the reinforcement schedule with intervention procedures is selected. The observation schedule and recording technique are noted and the base rate is obtained.

If the selected target behaviors are to be increased, assessment of task performance in each skill area is accomplished. The target behavior at the appropriate task level, following careful task analysis, is selected and instructional objectives are written for each behavior selected for modification. Appropriate reinforcers to be administered are selected and the design usually within subject at this level, is noted. Preliminary and terminal criterion, reinforcement sechedules, and intervention procedures, are determined and noted. The observation schedule and recording technique are established and the base rate is obtained.

After base rates are obtained on the behaviors, new terminal criterion may be established. For a task that does not require discrimination, for example toilet training, the task can be defined as learned when the child accomplishes the task one time perfectly and without any prompts. (See Appendix C, Toilet Training Procedure). However, for a task which does require choices (motor imitation, puzzles), a task may be defined as learned when it has been accomplished four times interspersed with other tasks.

Before each work session, list all tasks to be presented on response sheet. Following the work session, be sure to add any other tasks that were actually worked on. During the work session, all responses both correct and prompted and the number of minutes worked should be carefully noted on response sheets.

Intervention

Intervention includes all the processes to be utilized in changing the child's behavior in a teaching setting. After the base rate for the behavior has been determined, the appropriate intervention techniques are applied and the resulting behavior change is recorded.

All behavior (negative or positive) is reinforced either directly, naturally, or inadvertently; therefore in order to change behavior, the desired behavior must be reinforced consistently with an appropriate reinforcer. This is the purpose for establishing a reinforcement schedule. It has been determined that if a behavior is continuously reinforced after it is learned, the rate at which the behavior occurs will decrease and will be dependent on the amount and rate of reinforcement. It is essential to establish an intermittent reinforcement schedule once preliminary criterion is reached, in order to ensure the continued increase in the desired behavior. Here is an example of the necessity of changing from a continuous reinforcement schedule to an intermittent schedule: After Mrs. Jones decided to increase Jim's eye contact using M and M's (primary reinforcers), she established a base rate and began her program. Each time he established eye contact with her, he was immediately reinforced with one piece of candy, preceded with the natural reward ("Good looking at me, Jim"). Mrs. Jones charted Jim's behavior and noted that his eye contact was increasing during their ten minute work session. On the fourth day of charting, she noted that his number of responses was the same as the day before, thirty-five per ten minute session. She also noted that he was no longer establishing eye contact throughout the day, even though he was verbally reinforced for it. Jim's performance the next day at the work session had decreased, thirty eye contacts per session. An intermittent reinforcement schedule was established because if was felt that the behavior was learned (Jim knew what he needed to do to get a piece of candy) and his satiation level had been reached. On the intermittent schedule, Jim had to make eye contact three times before he was given an M and M His mother also decided to switch reinforcers, as candy was not good for his teeth. On the following days, Jim's responses increased to forty eye contacts per session and he did not reach satiation level with the cereal. Mrs. Jones then switched to a variable schedule and changed to the natural reinforcer (praise) when she noted that he established eye contact when the bowl of cereal was nowhere in sight. She then selected a new target behavior and continued to maintain his eye contact behavior with a variable reinforcement schedule.*

Reinforcement schedules can be continuous or intermittent. There are four types of intermittent schedules for reinforcement, which are:

1. Fixed ratio schedule
2. Fixed interval schedule
3. Variable ratio schedule
4. Variable interval schedule

The intervention procedures for increasing desired behaviors all involve reinforcement of some kind. Simple reinforcement includes primary reinforcement; using natural rewards, food rewards, activity rewards or token rewards. Natural rewards should always be paired with food rewards. Activity rewards should be substituted for food rewards as soon as the activity itself becomes reinforcing to the child. This is also a type of intrinsic reinforcement, as the child enjoys the activity without any reinforcement from adults or peers for engaging in the activity. For example, a child has learned to put a certain puzzle together. While he was learning this task both primary and natural rewards followed each response. The rewards were faded out and the child now enjoys completing the puzzle on his own, and choses this activity in his free time.

The use of bell-timers for a fixed interval reinforcement schedule results in another form of primary reinforcement. On numerous occasions the child has been reinforced for working when the timer rings. After a certain length of time, the sound of the bell ringing becomes the reinforcing agent, instead of the teacher response. Also at a certain level of development, the child can be reinforced with tokens on a fixed ratio or fixed interval schedule. The tokens are then exchanged for food reinforcers or activity rewards. When beginning a token system of reinforcement, the token and the reward must be paired immediately, until the token itself becomes the reinforcer. The same pairing process should also be utilized in establishing a point system for rewarding the child. A point system using cards or sheets for recording the points to be exchanged for rewards, is also useful for charting on-task behaviors of the child.

*If Mrs. Jones had persisted with her continuous reinforcement schedule, Jim's eye contact may have never transferred to other settings, and she could have noted that Jim would only establish eye contact when she had an M and M in her hand.

Intervention procedures for increasing desired behaviors include, *

1. Fading with direct assistance,
2. Imitation,
3. Shaping,
4. Discrimination,
5. Generalization, including chaining,
6. Relaxation Therapy,
7. Positive Practice, and
8. Verbalizing the Premack Principle.

Initation cannot be used as an intervention procedure until it is learned through shaping and fading. Once imitation is achieved, many new behaviors can be acquired at a higher rate of learning.

The intervention procedures for decreasing undesired behaviors include,

1. Reinforcement of alternative incompatible responses,
2. Extinction,
3. Desensitization,
4. Time-out, and
5. Punishment.

Reinforcement of alternative incompatible responses results in gradual fading of the undesirable behavior. For example, the undesirable behavior of destruction of materials, can be faded out with reinforcement of in-seat behavior with hands folded. In the procedure of extinction, two major variables should be considered; the motivation factor, and the work or effort factor. Following analysis of the variables the following techniques can be used to extinguish the behavior:

1. Ignoring the behavior
2. Removal of materials
3. Removal of reinforcement
4. Removal of the child from the group
5. Over - correction
6. Social deprivation
7. Food deprivation
8. Change of schedule (work)
9. Change of materials
10. Change of physical stimuli in room (Environmental Control)
11. Removal of contingency reinforcement (Play time or free time)
12. Change of reinforcement schedule

Many forms of time-out can be used in a public school setting. Removing the teacher from the group, removing the child from the group, isolation with no visual stimuli, a form of standing time out, a quasi time-out (child remains in group, but is not reinforced for any appropriate behaviors for a fixed time interval), and placing the child in the time-out room after he has been given a choice, are all procedures useful in reducing or eliminating undesirable behaviors.

*Medication is not considered an intervention procedure, however, it sometimes increases desired behaviors.

Punishment or use of aversive stimuli is not advocated as a procedure to be used in a public school program for seriously emotionally disturbed children.

Evaluation

While the intervention procedures are being utilized, observation and recording instrument (response sheets are used in this program) and the recording techniques should be specified before intervention occurs. The reporting technique should be selected following intervention and the data gathered should be analyzed. If the procedure was chosen to increase desirable behavior, when preliminary criterion is reached, an intermittent reinforcement schedule is selected and the process begins again (intervention, observation recording, analyzing). When preliminary criterion for a behavior has been reached, the next behavior to be modified should be selected and the entire process begins again with the new behavior.

When terminal criterion has been reached for decreasing an undesirable behavior, the next behavior to be modified should be identified with the process, starting with the instructional objective, beginning again.

Use of a process record sheet by the teacher, will ensure completion of the entire process. (See Figure 2 Process Record Sheet) The process record sheet can be completed during weekly staffings (in-service sessions). The use of charts as a reporting technique is advocated. Analyzing the charts during staffing may assist in developing alternative approaches, if the process is not resulting in desired behavior change. A simple graph consisting of percentage of correct responses plotted up the side, with days and weeks being plotted across the bottom, will suffice for specific behavioral skills.

However, to evaluate progress in a certain skill area, or to find out how efficient the whole learning process is in relation to tasks, this simple form of charting is recommended:

> In each learning center using a separate response sheet for each child, list all the different behaviors of the child (number of tasks learned each day, number of correct responses, number of prompted responses, and number of correct responses after criterion). Also note all the behaviors of the teacher (number of new tasks presented each day, number of minutes in session, prompts, occasions and reinforcements), if they

cannot be determined from
the response sheet of the child.
On a graph, plot the different
behaviors of the child (up the
side of the graph), against the
different inputs of the teacher
(across the bottom of the graph).
This procedure will evaluate the
progress in that specific skill
area.

For an overall evaluation of the amount and rate of learning across all the number of tasks presented, graph the total number of tasks learned against the number of minutes, occasions, and prompt.

During the evaluation process, indicate,on the assessment sheets for the skill area,when criterion for that objective has been achieved. The use of assessment sheets and graphs in evaluation definitely eases the evaluation procedure each nine week period. Also graphs are an excellent visual aid for use in parent conferences.

Use of the behavior modification intervention model as the key to behavior management will result in the reduction or elimination of the resistance mechanisms found in the repertoire of behaviors of the seriously emotionally disturbed child.

FIGURE 2

Process Record Sheet

Student's Name:____________________

Date:____________________

Teacher's Name:____________________

Target Behavior________________

Task analysis:
1.
2.
3.
4.
5.
6.

Instructional Objective (2):

Reinforcer (2):

Evaluation Design:

Intervention Procedure:

Reinforcement Schedule:

Observation Schedule:

Recording Technique:

Criterion Reached: Yes ___ No ___

(If no use a 2nd sheet for alternative approaches)

Comments:

III. CLASSROOM ORGANIZATION AND TEACHING PROCEDURES

Due to the close supervision necessary in working with seriously emotionally disturbed children, classroom activities and schedules for these children must be carefully structured. Acceptable forms of behavior in the classroom should be carefully specified and consistently required by all adults working with the children. When the child has achieved the criterion of performance stated in the basic readiness for learning behavioral objectives, he should be grouped with peers functioning at his developmental level in the other skill areas. Whether working in small groups or large groups, the adult - student ratio of one to three should be maintained. (A ratio of one to two is ideal, however funding may not allow for this ratio.) In addition, consistent teaching procedures are essential in working with children functioning at low developmental levels, as they are upset easily by changes in routine. The following section gives suggestions on structuring group learning situations (Large group situations and Learning Centers), teaching procedures to be used, scheduling, and in-service training needs.

A. Organization of Physical Environment

The aim in structuring all group situations in a classroom serving seriously emotionally disturbed children is to provide an environment that will help students learn to imitate and practice behavioral skills appropriate to group situations. As the students increase their self control and independent task performance, the need for eye and body contact with teachers and teacher aides diminishes. As this occurs, students can be integrated into group situations with a larger student-teacher ratio. The overall goal in structuring group learning situations is to increase the student's capacity to interact successfully in the type of group learning situations which exist in a classroom for emotionally disturbed, or in other exceptional education placements.

In structuring learning situations for a classroom serving seriously emotionally disturbed children, basic behavior shaping of learning readiness skills (behavioral) must be accomplished in a one-to-one instructional setting. Once the child has successfully mastered these skills, an adult-student ratio of 1:2 or 1:3 is recommended. Large group situations, with adult student ratios of 1:4 or 1:6, should be established for the students functioning in the transitional level of development. (See Developmental Levels in Curriculum) Figure 3 outlines some recommended groupings of students and teachers for Learning Center activities.

FIGURE 3

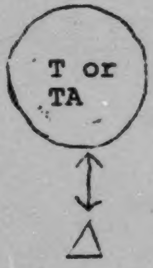
Sample Group Learning Situations

Key: (T) = Teacher   (TA) = Teacher Aide
△ = Student

Samll Group - Instruction with teacher or teacher aide

Teacher or Teacher Aide Roles
Directed teaching or shaping
Demonstrating skills
Modeling Behavior
Reinforcing Behavior

Student Roles
Responding to instruction
Imitating behavior and skills
Practicing behavior skills



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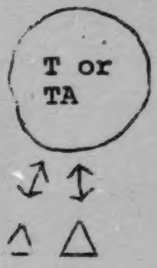


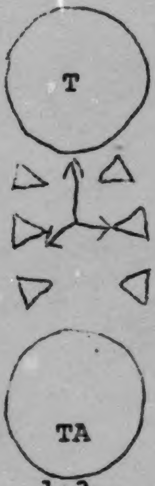
1:2

Large Group - by Presentation by Teacher

Teacher Roles
Directed teaching
Demonstrating skills
Modeling Behavior
Reinforcing Behavior

Teacher Aide Roles
Imitating skills
Modeling Behavior
Physical or verbal prompting
  of student response
Reinforcing Behavior

Student Roles
Imitating Behavior and Skills
Practicing Behavior and Skills



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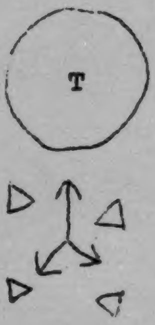
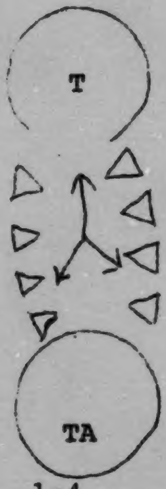


1:4



1:4

The term "Learning Center" refers to the particular location which is the established setting for instruction in a particular skill area. For example, the Learning Center for Visual Skills may be in the back of the room behind a room divider and the child associates that location with visual perception activities. It is recommended in the early stages of development that each Learning Center be separated visually (and auditorily, as much as possible) from each of the other Learning Centers. Limiting the amount of visual and auditory stimuli for these children is essential, in order to maintain their focus on the instructor (teacher or teacher aide). Portable room dividers or moveable cubicles can be used for reduction of visual stimuli. Carpeting or rugs, strategically located, (near exits or motor activity areas) aid in reduction of auditory stimuli. The partitions can be removed, as the children learn to cope with interfering visual or auditory stimuli.

B. Diagnostic Teaching Model

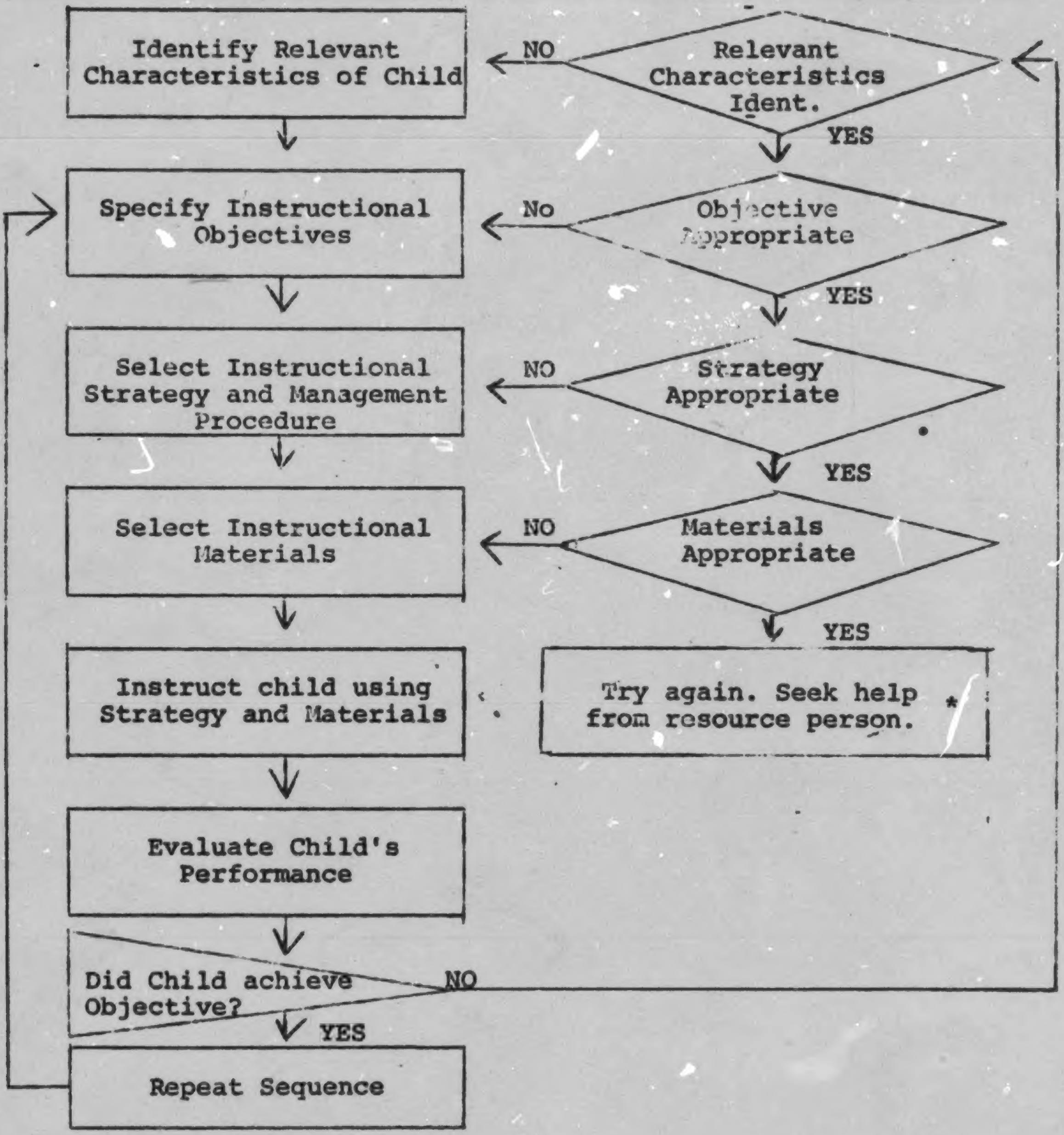
The role of a teacher of seriously emotionally disturbed children involves utilizing a basic diagnostic teaching model for ensuring continuous growth and sequential development of the child. Following this basic diagnostic teaching model (See Figure 4) is essential for establishment of an educational program, which will assist in the management of the behavior of the children and will encourage sequential development of the child. Management and control of a child's behavior should always be aimed at involving him in positive interaction and in activities which help him develop social, behavioral and cognitive skills. The classroom must be well organized and carefully structured to provide him with experiences and activities which will benefit him and help him progress toward more normal forms of behavior.

This basic diagnostic teaching model is applicable to both preservice and inservice training of teachers and teacher aides. The following eight teacher competencies are required to carry out the model:

1. Ability to identify characteristics of individual children that indicate special teaching or management procedures.
2. Ability to specify relevant educational objectives for individual children.
3. Ability to select appropriate techniques for effective classroom management.
4. Ability to choose and utilize specialized strategies for children with widely varying behavioral and learning characteristics.
5. Ability to choose and utilize special materials in association with specific strategies.
6. Ability to identify and use appropriate evaluation procedures.
7. Ability to draw upon existing sources of information regarding specialized strategies and materials.
8. Ability to consult with available resource persons for assistance.

FIGURE 4

Basic Diagnostic Teaching Model



Identify Relevant Characteristics of Child
NO
Relevant Characteristics Ident.
YES
Specify Instructional Objectives
No
Objective Appropriate
YES
Select Instructional Strategy and Management Procedure
NO
Strategy Appropriate
YES
Select Instructional Materials
NO
Materials Appropriate
YES
Instruct child using Strategy and Materials
Try again. Seek help from resource person. *
Evaluate Child's Performance
Did Child achieve Objective?
NO
YES
Repeat Sequence

*If all the above seem to be appropriate, this is a required step.

In establishing an educational program always follow the developmental sequence, both in skill areas and in the developmental levels. Following achievement of basic Readiness for Learning Behavioral Objectives, the child should be directed in academic readiness activities in a developmental step-by-step fashion. Breaking up a desired behavior or activity into a series of small steps is a process essential to development of skills in seriously emotionally disturbed children. Many of these children are arrested at early stages of development and/or have somehow missed certain stages. This spotty or incomplete development shows up in skill deficiencies, such as being unable to hop,run and jump.

The purpose in breaking down these desired behaviors into their components is to discover at what point a child's developmental chain breaks down in relation to a particular skill and to be able to develop that skill in stages. For example, if you want a child to learn to skip, you must make sure that he can alternate right and left foot in walking, can put all his weight on one foot at a time and can hop. If any one of these activities presents problems for him, he needs practice in them before you attempt to teach him to skip. In relation to the same idea of sequence, you must determine whether or not a child discriminates between different sounds before you attempt to have him pronounce words. He must be able to sit at a desk and hold a pencil correctly before he can learn to write.

In determining the sequence of steps involved in developing particular skills, these basic lines of progression should be kept foremost in your mind:

1. Progression is from use of large muscles to use of small muscles. Large or gross physical skills must always be developed before skills involving finer muscle coordination. The ability to walk along a straight line should be developed before a child is asked to trace a straight line with his finger.
2. Progression is from activity on a physical level to activity on a cognitive level. Skill and competence in functioning on a motor or physical level should always be devleoped before approching an activity at a conceptual or cognitive level.

C. Learning Centers

Development of behavioral, social and language skills is a process that continues throughout the day in all classroom activities and in personal interactions. However, curriculum - related skills from the skill areas of visual, motor, self-help, receptive language and expressing language are acquired more readily in small group learning situations, called Learning Centers.

As previously stated, the Learning Centers are locations established for instruction in a particular skill area. Depending on the skills being developed, a center may be an enclosed cubicle with electrical outlets and listening stations, a small group of desks, an area filled with musical instruments, or a completely carpeted room with equipment for gross motor activities. A Learning Center within the classroom is limited to one teacher or teacher aide, and two or three students at a time.

The classroom could conceivably have from one to five Learning Centers,dependent upon the number of teaching personnel available, the amount of space in the classroom, and the number and developmental levels of the students. Students participate in the activities at each specific learning center for a time period of from twenty to twenty-five minutes.

In the learning centers, the students work on lessons developed from the curriculum objectives and with academic - readiness programs which are designed to build and strengthen skills in a particular readiness area. At all learning centers, the instruction follows a sequence of developmental activity levels, which helps the child build skills in progressive developmental order.

1. Setting Up a Learning Center

Each Learning Center should focus on one of the basic skill areas included in the curriculum. It is not necessary to establish Learning Centers for behavioral and socialization skills, as these skills are mastered within the structure of the Learning Centers. A Learning Center devoted to receptive language skills can be termed the auditory skill center for children functioning at low levels developmentally. These children should also receive one-to-one instruction, in both receptive and expressive language skills, from a language therapist.

Children functioning at more advanced levels developmentally (achievement of objectives at Level C in visual, auditory and motor skill areas) should be grouped in Learning Centers focusing on basic reading, math, writing, and language (including receptive and expressive).

To set up a Learning Center, choose one of the skill areas then refer to the Curriculum Section. After careful study of the objectives in that skill area, to gain ideas concerning the kind of materials needed, refer to the Materials List (Appendix G) which lists some manipulative objects by skill area groupings.

As a general rule, presenting a lesson to students at a Learning Center requires the following materials:

(a) Curriculum card for specific lesson being taught (Appendix D)
(b) Student response sheet (Section V, Figure 11 A & B)
(c) Equipment necessary for the lesson (Materials should be on desk or table and within reach of students who exhibit required self-control)
(d) Additional equipment and materials appropriate to the skill area (It is recommended that these materials be stored on an overhead shelf, out of sight and reach of the students. It is important to have them readily available to the teacher, so that the prepared lesson may be expanded or modified according to student needs and behavior).
(e) Appropriate reinforcers (tokens, food, equipment for activities, point sheet)

2. Arranging Learning Centers in the Classroom

A Learning Center will operate with only one teacher or aide serving two or three students at a time, during the same time period. Students will be functioning at different levels developmentally and it is necessary to provide appropriate learning situations to meet their needs.

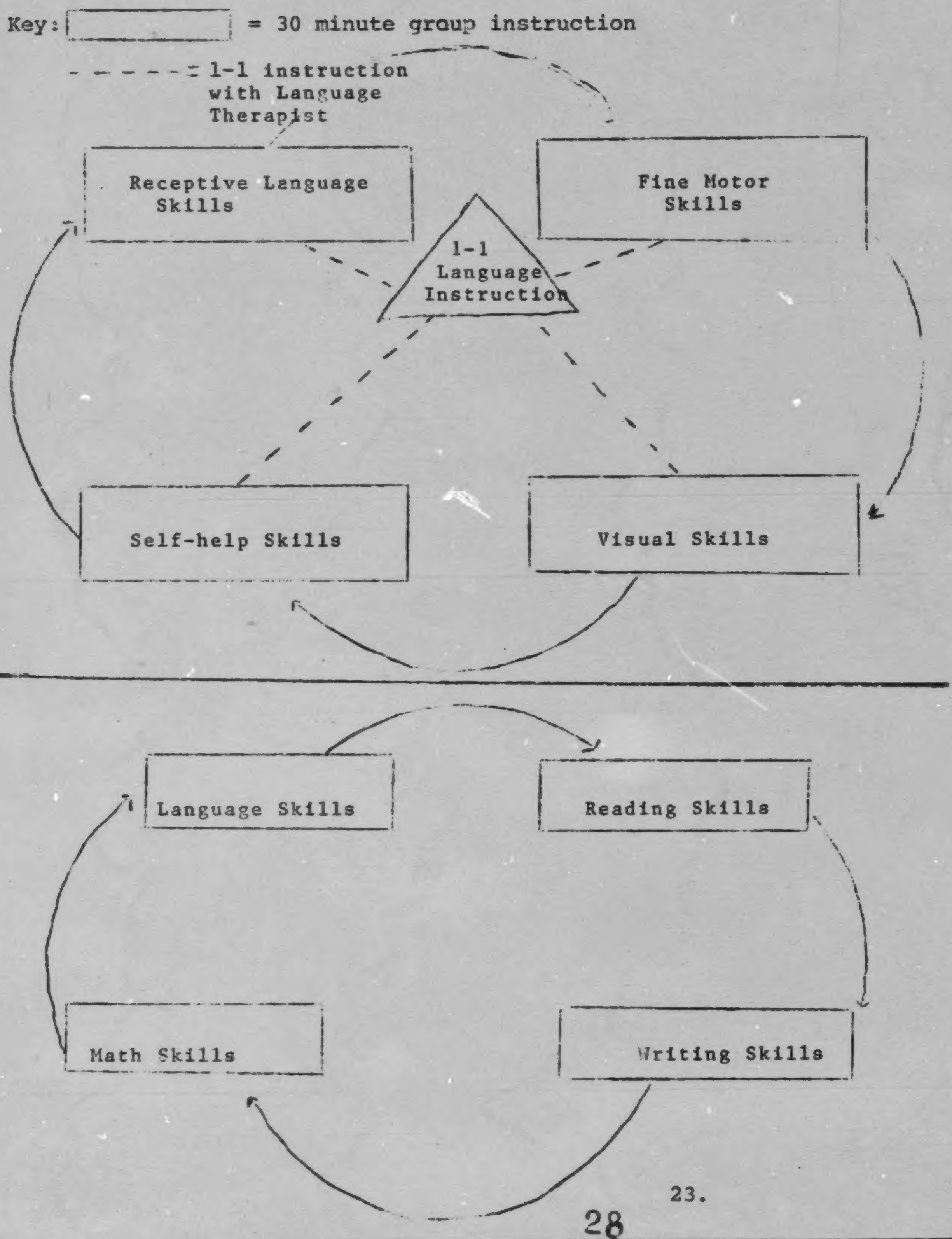
Learning Centers should be located far enough away from each other to alleviate distractions (both visual and auditory). If more than one classroom is available, locate the Learning Centers for the students functioning at a higher level in a different room from the Learning Centers for the students functioning at a lower level.

The number of Learning Centers operating concurrently will depend upon the number of classroom staff members. However, all Learning Centers should be equipped and ready for use at any time. The audio-visual equipment, manipulative objects, books, records, tapes, and other appropriate materials should always be easily accessible to any teacher or teacher aide who may work at the Learning Center.

A suggested model for arranging Learning Centers, using two classroom, is illustrated in Figure 5. This model is based on having two basic "sets" of Learning Centers, and also shows the rotation of students from one Center to the next Center

FIGURE 5

Learning Center Rotation Charts


Key: = 30 minute group instruction
- - - - - = 1-1 instruction with Language Therapist
Receptive Language Skills
Fine Motor Skills
1-1 Language Instruction
Self-help Skills
Visual Skills
Language Skills
Reading Skills
Math Skills
Writing Skills

The academic Readiness Learning Centers are established to meet the needs of children functioning at developmental age levels from eighteen months to five years. Each Learning Center focuses on only one major skill area. If possible, the children should be scheduled for daily instruction in a Speech Learning Center with a speech or language therapist. If this is not feasible, teachers and teacher aides should participate in regularly scheduled in-service training sessions with a speech therapist. The children who are functioning on a advanced level (2½ years to 5 years developmentally) should receive instruction based on academic readiness programs, in addition to the curriculum lessons based on the sequential objectives in each skill area of the curriculum.

The academically oriented Learning Centers are established to meet the needs of children functioning at a developmental age level of five years or more. Each Learning Center in this classroom focuses on the specific skills the student needs to develop in that academic area. Materials in these centers will vary, as these are totally individualized centers. However, academic programs and/or curriculum materials will be appropriate for use in a regular or emotionally disturbed classroom.

3. Grouping Students for Successful Achievement at Learning Centers

Each Learning Center group should never include more than three students at one time. Students who function at the same developmental level socially and behaviorally should be grouped together. While evaluating children, both initially and weekly, consider the following aspects of behavior for possible groupings:

Self-awareness and Body control
    Achievenemt of learning readiness skills
    Performance in one-to-one structure
    Performance in one-to-two structure
    Performance in large group situation

Self-directiveness and body control in movement oriented activities

What degree of guidance does the child require to perform the following tasks:

Transition from bus to room?
Transition from one Learning Center to another?
Involvement in a small group activity?
Involvement in a large group activity?
Transition to outside for recreation?
Transition from classroom to another room in the school?
Transition from room back to bus?

Attention Span

Eye contact to person demonstrating skill
Sustained eye-contact to person, places and objects in teaching session

Appropriate response to task by completing task when verbally prompted

Social awareness in classroom setting

Child evidences social interaction to an adequate degree, with consistency and quality through exhibiting the following characteristics:

Appropriate facial expressions
Appropriate body gestures
Adequate large muscle control
Adequate small muscle control
Appropriate oral language

4. Teaching Procedure at the Learning Centers

The basic teaching procedure at each Learning Center remains the same despite the difference in the skills being taught or the developmental level of the child. Always use this same basic procedure:

Step 1: Demonstration: Show the student exactly what the task entails (with appropriate verbaliaztion)

Step 2: Imitation: The student imitates teacher's performance of the task. (This step includes physical prompting and fading, if necessary. Reinforce preliminary criterion if achieved at this step)

Step 3: Practice: The student practices the newly learned task (with prompting and fading) and achieves terminal criterion (no Prompt) with intermittent reinforcement during final period of skill acquisition.

Step 4: Chaining: Terminal Criterion is maintained by chaining the task to other tasks in different settings at different occasions and with different people.
Example: After student achieves skill of making m-m-m sound,he is required to make the sound at home, in the cafeteria, and on the playground. At the same time, he is learning to chain an additional sound to the m to form new sounds m-o, m-e.

The flow chart in Figure 6 illustrates this basic procedure in more detail. The teacher must model distinctly each task the student is to achieve, and assist him physically or verbally in imitating the task performance with continuous reinforcement of correct responses. The student must then be helped to practice the same task in a variety of creative ways until he has reached 75% accuracy without prompts. The task should be chained to new tasks with the same behavior being required in other settings, for maintenance, with intermittent reinforcement.

The role of the teacher as model, demonstrator, assistant, reinforcing agent, and observer does not change as the student advances through the developmental sequence levels. The degree and intensity of prompting, reinforcing and physical assistance required by the teacher does decrease as the student begins to transfer learning to new situations and as his perceptual abilities and interaction patterns increase.

When a new object is introduced to the student, it should be named, described and used in an appropriate and meaningful activity. For example, if the new object is a spoon, the first step is to show the student the spoon, name it, describe its characteristics and demonstrate the different ways it can be used (stirring, eating, measuring). If the student is young chronologically, he should be given ample time to explore and examine the object. After satisfying his natural curiosity during this phase (using the first three steps), the student will begin to learn the proper respect and care of the object as he discovers where, when and why it is used appropriately. The student should always use the object appropriately in real situations before this task is chained to other tasks or transferred to other settings (sorting knives, forks and spoons into piles or identifying a missing item in a table setting).

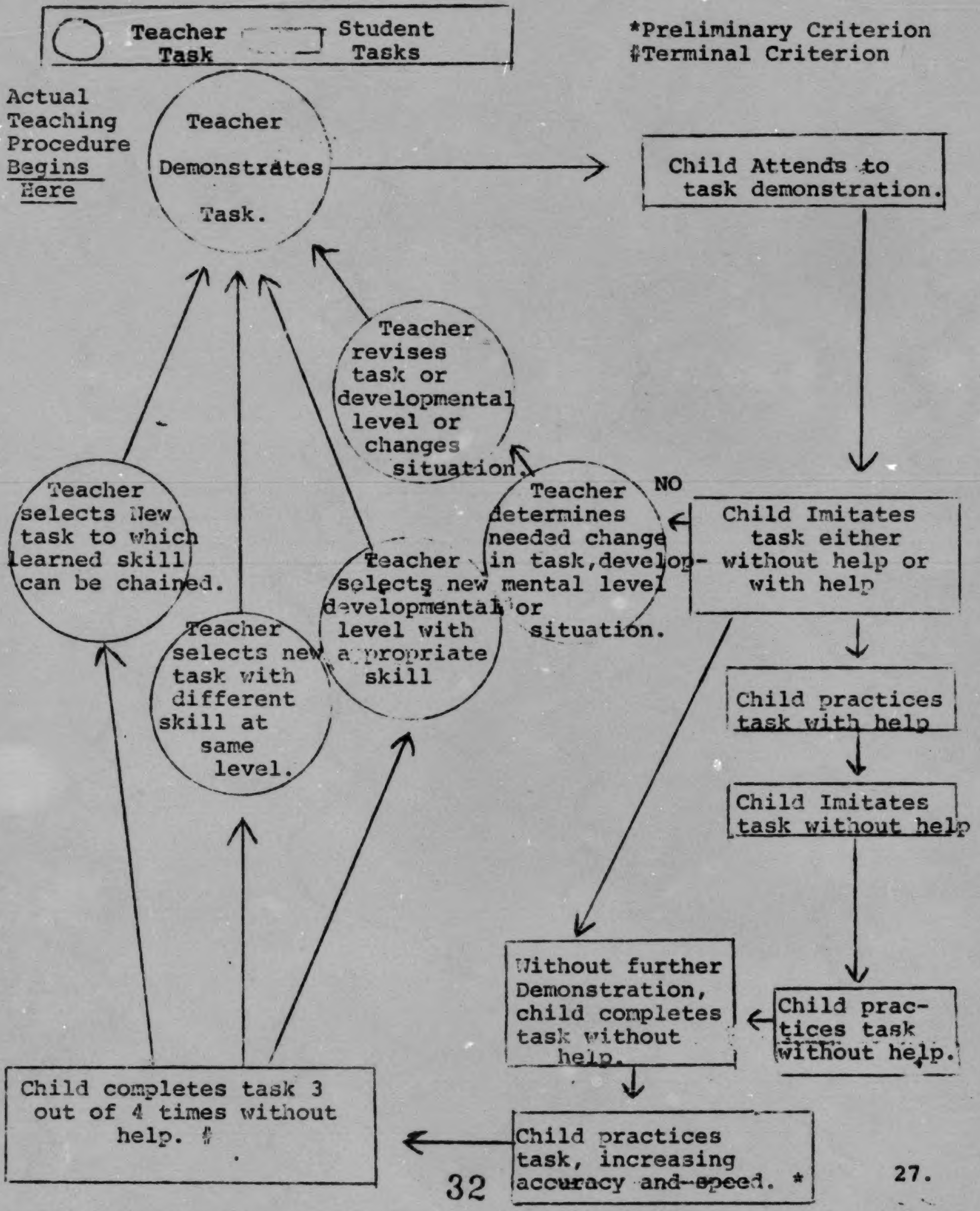
In addition to previously stated roles, the teacher of severly emotionally disturbed children should keep in mind the following guidelines while teaching in Learning Center setting:

Acting as a Model

At all times the teacher must be aware that his/her behavior is serving as a model for the students to imitate. Your "affect" should be alert, pleasant, and sincere. The body posture you maintain, sitting or standing, should show the purpose of the activity you are involved in - whether it is watching, listening, playing or working. Empathy, concern or interest should be conveyed through body language. Your voice should remain soft, yet firm and should be low-pitched. You should also maintain eye-contact to both the student and the materials with which you are working. When visitors enter the classroom, continue the activities in the Learning Center.

FIGURE 6

Teaching Procedure at Learning Centers


Teacher Task
Student Tasks
*Preliminary Criterion
#Terminal Criterion
Actual Teaching Procedure Begins Here
Teacher Demonstrates Task.
Child Attends to task demonstration.
Child Imitates task either without help or with help
NO
Teacher determines needed change in task, developmental level or situation.
Teacher revises task or developmental level or changes situation.
Teacher selects new developmental level with appropriate skill
Teacher selects New task to which learned skill can be chained.
Teacher selects new task with different skill at same level.
Child practices task with help
Child Imitates task without help
Child practices task without help.
Without further Demonstration, child completes task without help.
Child practices task, increasing accuracy and speed. *
Child completes task 3 out of 4 times without help. #

Keeping Students' Attention

It is essential to gain and maintain the attention of the students in the Learning Center by sitting or standing close enough to them to make body contact if it is needed. However, as the students begin to work independently, gradually increase the distance between you and the students to allow them to gain confidence in the independent task. You should maintain independent on-task behavior with a gentle pat on the shoulder of the student or verbally, with "Good working, Tim".

Physical contact is an important tool to use in teaching severely emotionally disturbed children. When working with a child who does not speak, physical contact may well be the most important communication technique that can be used with that child. However, keep in mind that some children may respond negatively to physical contact. Also remember to pair verbal reinforcement with physical contact, so that eventually the verbal phrases will eventually become the reinforcer. The following techniques are effective ways of using body contact to guide the student's attention back to the task at hand:

Touching the student's chin or cheek with your hand can help to guide his head back to eye contact with you or the task.

A pat on the shoulder, the nudge of your knee, or a gentle squeeze of the student's hand can all help show the child that you are interested and aware of what he is doing.

Reinforcing Appropriate Behavior

When you are reinforcing behavior, you must reinforce the appropriate behavior very rapidly. Many of the students may finish a task and may engage immediately in inappropriate or self-stimulating behavior. If you are using food reinforcers, give the child verbal praise and the food reinforcer two to three seconds following the appropriate response. If you do not reinforce rapidly, you may be inadvertently rewarding an inappropriate behavior. For example, you are working on sustained eye contact to person, and the child has given you eye contact for five seconds. While he is giving you eye contact, you should have the reinforcer in your hand. Upon completion of the count to five, before the child can avert his gaze, say "Good looking, Bob" and pop the reinforcer into his mouth. If you are maintaining eye contact with him, and then turn away to reach for your reinforcer, you may have lost the child's attention. If you reward him at this point, his behavior of looking away from you will increase. It is better not to reinforce him at all, than to reinforce the inappropriate behavior.

Working with Students at Different Performance Levels

While working with two or three students at a Learning Center, you will find that one student often learns to perform a task more rapidly than the others. Therefore, the students will not be working with the same degree of competence, or at the same tasks simultaneously. This situation requires a great degree of alertness and flexibility on the part of the teacher.

You may find that you will be directing and reinforcing two children while another works independently on a more advanced task. (Be sure to maintain his behavior with intermittent verbal reinforcement) You may also be applying intervention techniques to a child who is "acting out" or refusing to cooperate, while attempting to assist other students who are practicing a task they have been attending to. Figure 7, Learning Center Work Skills, outlines the possible teaching situations that evolve during a Learning Center activity period. The ideal situation for learning is the last one shown - where all three children are working independently with the teacher's supervision.

Observing your Students

While operating a Learning Center, carefully observe the students performance and be sure to maintain their interest in the task at hand with intermittent reinforcement. If you see the student's attention is wandering, physically prompt him through completion of the task and then present him with new objects or a new task. During a twenty minute period a student may require six to eight different tasks to help maintain his interest and attention span. You can also discourage negative behavior by arranging the tasks to be presented in various orders. You may present a task he enjoys first, then a new, more difficult task, followed by another task he enjoys. You may also present a task requiring a short amount of time to complete, followed by a task which requires a more lengthy completion time, with a task requiring a short amount of time for completion being offered next, as a reward.

Recorded observation of student performance in the Learning Center is the clearest measure of student progress. Many of the children may be functioning at a pre-academic level and cannot be evaluated by standard testing procedures. Therefore, the major evaluation method for assessing progress must be through daily observation and recording at the Learning Centers. Daily, the teacher or teacher aide should record student performance on the response sheets. (Refer to Section V, Recording Student Progress) The data recorded on the response sheets can than be transferred to charts to assess on-going progress and rate of learning of the individual student.

Figure 7

Learning Center Work Skills

KeY:

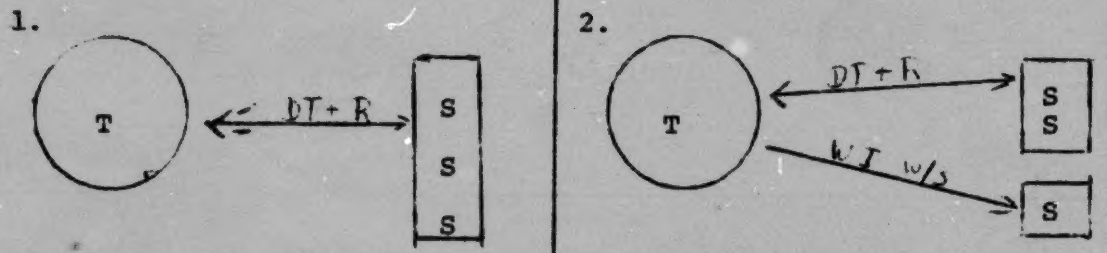
Ⓣ = Teacher

[S] = Student

DT = Directed Teaching, usng demonstration-imitation-practice technique

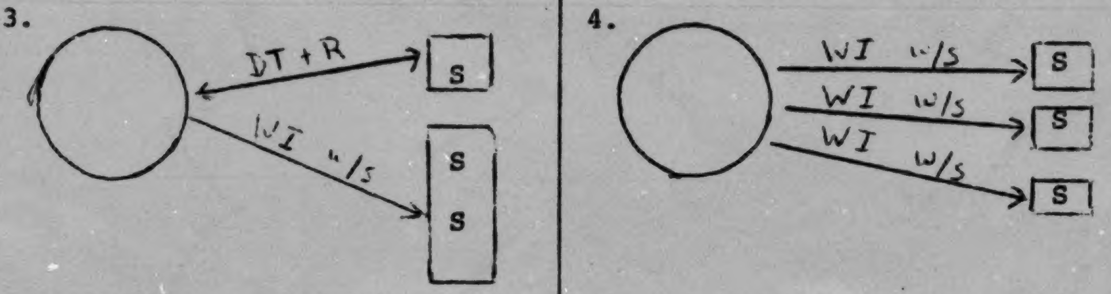
R = Responding to Directed Teaching

WI w/s = Working Independently with supervision (close supervision)



1. Teacher is using Directed Teaching with all three students. They all need the demonstration and explanation of the teacher's example.

2. One student works on his own. The teacher continues Directed Teaching with the other two students at Learning Center.



3. Two students are working on their own. Teacher is able to work intensively with other remaining student who still needs her help with task.

4. All three students are working independently. Teacher is able to work intensively with any of the three students on a new, more difficult skill.

5. Rotation of Student Groups Between Learning Centers

The amount of time in the daily schedule alloted for Learning Center activity periods will depend on the number of Learning Centers operating at one time. For example, if there are four Learning Centers being used simultaneously by four groups of children, the schedule should allow for four Learning Center activity periods of twenty to twenty-five minutes each. Five minute rotation periods should be scheduled between each pair of activity periods.

Establish a set clockwise or counter-clockwise pattern for moving from one Learning Center to another. Frequent changes of any type result in unnecessary confusion, apprehension, and frustration for severely emotionally disturbed students. It is easier for these students to remember where to go and how to behave during a rotation period if the direction of movement remains constant. (See Figure 5, Learning Center Rotation Charts)

It is of equal importance to establish a quiet signal, such as ringing a bell to signify the following changes in the Learning Center activity:

First Signal: (Five minutes prior to end of activity period)

This means it is time for the teacher or teacher aide to record performance, which has not been previously noted, on response sheets and to record points on student checklists, (for students who are reinforced with a token system). Students should begin to clean up the work area, put away materials, and then show that they are ready to rotate to the next Learning Center by practicing "Good Sitting" (term referring to sitting in chair with feet on the floor, knees together, back straight, hands folded in lap or on table and lips closed).

Second Signal: (End of Learning Center activity period)

This indicates that it is time for the students to move to the next Learning Center. Students stand, place chairs under desks and walk to next Center in the established counter-clockwise or clockwise movement pattern. Upon reaching the next Learning Center, each student practices "Good Sitting" in his assigned chair and waits for instructions from the teacher or teacher aide at the new Learning Center.

Most of the students will require many teacher demonstrations and some physical prompting to learn the correct movement patterns and the responses to the signals.

D. Daily Schedule

It is the responsibility of the entire core staff to create a workable, daily schedule for the program. Figure 8-A, Sample Daily Schedule, is one example of a daily schedule shown in chart form. Figure 8-B expands the chart form into a weekly schedule which can be posted on a bulletin board to assist the volunteers and substitutes serving the program. Figure 9, Detailed Sample Daily Schedule, outlines in greater detail the types of activities that might be associated with each part of the schedule in Figure 8-A and B.

While formulating the daily schedule, duty and duty-free times for every teacher and teacher aide must be carefully scheduled. If at all possible, an adult - student ratio of 1:3 should be maintained throughout the day, including lunch, gross motor time and recreation time.

Time should be allotted for after school meetings of the core staff. Meetings may be devoted to in-service training, problem - solving conferences, goal - setting for students, program evaluation, and curriculum planning and preparation.

Figure 8A

Sample Daily Schedule

TIME	LOCATION			
	ROOM 1	ROOM 2	GROSS MOTOR ROOM	PLAYGROUND
8:15- 8:30	Arriving and preparing for work	Arriving and preparing for work		
8:30- 9:00	Small Group activity (Learning Centers)	Small Group activity (Learning Center)		
9:00- 9:30	Small Group activity (Learning Center)	Small Group activity (Learning Center)		
9:30-10:00	Small Group activity (Learning Center)	Small Group activity (Learning Center)		
10:00-10:30	Small Group activity (Learning Center)	Small Group activity (Learning Center)		
10:30-10:45	Large Group activity	Large Group activity		
10:45-11:15	Lunch (cafeteria or room)	Lunch (cafeteria)		
11:15-12:00			Large Group activity	Small Group activities (model students)
12:00-12:30	Large Group activity	Large Group activity		
12:30- 1:15	Large Group activity (Music)	Large Group activity (art)		
1:15- 2:00	Large Group activity (Foods)	Large Group activity (Pre-vocational)		

Figure 8 B Weekly Classroom Schedule

TIME	Loreen	Fred	Sam	Natalie	Marilyn	David	Carl
8:30- 9:00	Charlie Mike	Curtis Doug	David Ha. Joseph	Willie Coleman	Brad Dorrie	Roger Danny	Ben Matt
9:00- 9:30	Doug Curtis	David Hol David G.	Ben Matt	Brad Dorrie	David Ha. Joseph	Mike Charlie	Will Cole
9:30-10:00	David G. David Hol.	Roger Danny	Dorrie Brad	Ben Matt	Willie Coleman	Doug Curtis	Davi Jose
10:00-10:30	Roger Danny	Mike Charlie	Willie Coleman	David Ha. Joseph	Brad Dorrie	David Hol David G.	Ben Matt
10:30-10:45	GROSS MOTOR EXERCISES	GROSS MOTOR EXERCISES	IMITATION	BREAK	IMITATION	BREAK	IMITA
10:45-11:15	CAFETERIA	ROOM	BREAK	ROOM	BREAK	ROOM	CAFE
	CAFETERIA GROUP	Charlie Danny Doug Mike David G.	Brad David Hol Roger Curtis		ROOM	Dorrie Matt David Ha. Coleman	Will Ben Jose
11:15-12:00	BREAK	BREAK	RECREATION	GROSS M.	RECREATION	GROSS M.	GROS
	Recreation Mon. & Wed. Gross Motor Tue. & Thr.	Roger Willie David G. Curtis Danny	David Hol. Mike Charlie Doug Brad		Gross Motor Mon. & Wed. Recreation Tue. & Thur	Dorrie David Ha. Joseph Coleman	.
12:00-12:30	Indep. Task	Indep. Task	Music	Music	Music	Indep. Task	BREA

Figure 8B Weekly Classroom Schedule

	Fred	Sam	Natalie	Marilyn	David	Carlee	Andre"
	Curtis Doug	David Ha. Joseph	Willie Coleman	Brad Dorrie	Roger Danny	Ben Matt	David Hol. David G.
	David Hol David G.	Ben Matt	Brad Dorrie	David Ha. Joseph	Mike Charlie	Willie Coleman	Roger Danny
. pl.	Roger Danny	Dorrie Brad	Ben Matt	Willie Coleman	Doug Curtis	David Ha. Joseph	Charlie Mike
	Mike Charlie	Willie Coleman	David Ha. Joseph	Brad Dorrie	David Hol David G.	Ben Matt	Curtis Doug
ES	GROSS MOTOR EXERCISES	IMITATION	BREAK	IMITATION	BREAK	IMITATION	GROSS MOTOR EXERCISES
IA	ROOM	BREAK	ROOM	BREAK	ROOM	CAFETERIA	ROOM TO CAF.
	Charlie Danny Doug Mike David G.	Brad David Hol Roger Curtis		ROOM	Dorrie Matt David Ha. Coleman	Willie Ben Joseph	
	BREAK	RECREATION	GROSS M.	RECREATION	GROSS M.	GROSS M.	REC. & GROSS M. FOLLOW SAMLL GROUP
	Roger Willie David G. Curtis Danny	David Hol. Mike Charlie Doug Brad		Gross Motor Mon. & Wed. Recreation Tue. & Thur	Dorrie David Ha. Joseph Coleman	Ben Matt	
	Indep. Task	Music	Music	Music	Indep. Task	BREAK	BREAK

Figure 8_B continued

Monday	FIELD TRIPS - ONLY ON AVAILABLE MONDAYS				
	ART	MUSIC	PREVOCATION	FOODS	
	Natalie* Fred David Marilyn	Sam* Loreen Carlee Andre"	Fred* Natalie David Marilyn	Loreen* Sam Carlee Andre"	
			FIRST WEEK		
Tuesday 12:30- 1:15	Group A	Group B			
1:15- 2:00			Group B	Group A	
Wednesday 12:30- 1:15	Group B	Group A			
1:15- 2:00			Group A	Group B	
Thursday 12:30- 1:15	Group A	Group B			
1:15- 2:00			Group B	Group A	
			SECOND WEEK		
Tuesday 12:30- 1:15	Group B	Group A			
1:15- 2:00			Group A	Group B	
Wednesday 12:30- 1:15	Group A	Group B			
1:15- 2:00			Group B	Group A	
Thursday 12:30- 1:15	Group B	Group A			
1:15- 2:00			Group A	Group B	

Figure 8_B continued

FIELD TRIPS - ONLY ON AVAILABLE MONDAYS

MUSIC	PREVOCATION	FOODS	
Sam* Loreen Carlee Andre"	Fred* Natalie David Marilyn	Loreen* Sam Carlee Andre"	
	FIRST WEEK		
Group B	Group B	Group A	
Group A	Group A	Group B	
Group B	Group B	Group A	
	SECOND WEEK		
Group A	Group A	Group B	
Group B	Group B	Group A	
Group A	Group A	Group B	

SECOND WEEK
March 10
March 31
April 14
April 28
May 12
May 26

FIRST WEEK
March 17
April 7
April 21
May 5
June 2

Group A	Group B
Willie	Curtis
Mike	David G.
David Ho.	Doug
Roger	Brad
Charlie	David Ha.
Dorrie	Danny
Joseph	Matt
Ben	Coleman

Figure 8 B - Continued

TIME	Loreen	Fred	Sam	Natalie	Marilyn	David	Carle
2:00- 2:45	PLANNING	PLANNING	PLANNING	PLANNING	Waiting for Bus- -	-	-- - -
Wednesday 9:30-10:30	Mike and Charlie SHOP						
2:00- 2:30	Mike and Doug - Work Program						
12:30- 2:00	Monday and Friday when no Field Trips are scheduled.						
	Verbal	Signing	Body Imitation	Verbal	Signing	Verbal	Body Imita

Verbal	Signing	Body Imitation	
Charlie	Danny	Willie	Joseph
Mike	Roger	Coleman	Brad
Doug	David G.	Ben	Dorri
Curtis	David Ha.	Matt	
David Hol.			

Figure 8 B - Continued

	Fred	Sam	Natalie	Marilyn	David	Carlee	Andre"
G	PLANNING	PLANNING	PLANNING	Waiting for Bus- - -		- - - - - -	- - - - - - - - -
nd Charlie SHOP							
nd Doug - Work Program							
and Friday when no Field Trips are scheduled.							
	Signing	Body Imitation	Verbal	Signing	Verbal	Body Imitation	Body Imitation
.		**Signing** Danny Roger David G. David Ha.		**Body Imitation** Willie Coleman Ben Matt	Joseph Brad Dorri		

Figure 9

Detailed Sample Daily Schedule for Two Classroom S.E.D. Program

TIME	LOCATION	ACTIVITY
8:15- 8:30	Room 1	1. Entering the room 2. Greeting teacher verbally and non-verbally 3. Getting ready for work, hanging up coats, putting lunch away 4. Independent task at table
8:30- 9:00	Room 1	Fine Motor Activity Center: Template Tracing at chalkboard Visual Skills Center: Visual recognition and naming of real objects Receptive Language Center: Auditory discrimination of concealed sound source Self-Help Skill Center: Backward chaining of undressing (shirt)
8:30- 9:00	Room 2	Math Center: Concept of telling time, hour and half-hour Reading Center: Reading for comprehension (single sentence with picture clue) Writing Center: Cursive writing beginning hump letters (M & N Cruikshank sequence) Language Center: Verbal expression of sequence of events
9:00- 9:30	Room 1	Similar to earlier Learning Center Activity- different level dependent on students
9:00- 9:30	Room 2	Similar to earlier Learning Center Activity - different level dependent on students

Figure 9 Continued

TIME	LOCATION	ACTIVITY
9:30-10:00	Room 1	Similar to earlier Learning Center Activity - different level dependent on students
9:30-10:00	Room 2	Similar to earlier Learning Center Activity - different level dependent on students
10:00-10:30	Room 1	Similar to earlier Learning Center Activity - different level dependent on students
10:00-10:30	Room 2	Similar to earlier Learning Center Activity - different level dependent on students
10:30-10:45	Room 1	1. Gross Motor Imitation Exercises 2. Independent task prior to lunch 3. Washing hands for lunch
10:30-10:45	Room 2	1. Gross Motor Body Exercises 2. Washing hands, followed by "Good Sitting" 3. Lining up to go to cafeteria
10:45-11:15	Room 1	1. Setting table 2. Basic self-help feeding and drinking skills
10:45-11:15	Cafeteria	1. Walking in line to cafeteria 2. Setting table 3. Learning appropriate courtesy words and skills in cafeteria
11:15-12:00	Gross Motor Room	Performing standing position exercises in rhythm to music

Figure 9 Continued

TIME	LOCATION	ACTIVITY
11:15-12:00	Play ground	Individual and Small Group Activities: 1. Use of toys and equipment 2. Ball games 3. Appropriate use of play ground equipment
12:00-12:30	Room 1	1. Sitting quietly in physical relaxation 2. Watching and responding to selected film with music
12:00-12:30	Room 2	1. Relating to visual stimuli and verbal commands 2. Independent task activities (puzzle and manipulative materials)
12:30- 1:15	Room 1	Large group activity (circle-game) "Musical Chairs" game with all students responding to the music. Physical and verbal prompts may be used
12:30- 1:15	Room 2	Art Activity (Collage from magazine pictures) 1. Preparing work area - putting down newspapers on table, gathering all equipment and materials to be used. 2. Making collage - tearing paper, positioning on background, pasting 3. Cleaning up work area
12:30- 1:15	Room 2	Pre-vocation Activities: 1. Collating papers at table 2. Working outdoors in garden - watering and weeding 3. Sweeping - backward chaining of task
1:15- 2:00	Room 1	Foods Activity (Preparing a Salad) 1. Preparing for activity - washing hands, gathering ingredients, and utensils 2. Preparing food - washing, peeling, cutting and mixing 3. Eating prepared food - proper feeding skills and manners 4. Cleaning-up area

E. In-Service Training Process

The coordinator of the program is responsible for directing the overall in-service training for the program staff. This includes making arrangements for speech therapists, physicians, psychologists, and other specialists to provide in-service sessions for teachers and teacher aides. In-service training for teacher aides and students models should be conducted primarily by the teacher. Figure 10, In-Service Training Process, outlines the main steps in this process.

The three main areas of focus in training teacher aides are as follows:

1. instruction in effective behavior modification intervention strategies,
2. instruction in Learning Center teaching procedures, and
3. instruction in correct use of response sheets.

All three areas involve the same in-service training procedures. All areas involve initial training, parallel teaching, and evaluation which includes regularly scheduled on-going evaluation interaction and feedback.

Figure 10

INITIAL TRAINING PROCEDURES

TRAINER (coordinator, psychologist and/or teacher)	TRAINEE (teacher and/or teacher aide)
Introduction of program: A	
1. Description of children (Slides, video-tape or actual children preferred) 2. Goals of the program 3. Job definintion 4. Curriculum	Attention to, and study of, program introduction

Figure 10 Continued

TRAINER		TRAINEE
Demonstration of classroom and Learning Center procedures (Without student) 1. Physical set-up 2. Directed teaching procedure (Signal-- Behavior Consequence) 3. Role of trainee as demonstrator, observer, helper and recorder of student progress.	B	Attention to, and study of, trainer demonstration of classroom and Learning Center procedures
Demonstration of procedures with student (If school is not in session, parent will usually volunteer their child) #	C	Attention to, and study of, demonstration(including charting of behaviors, if required)
Parallel Teaching 1. Trainer demonstrates specific learning series with student at Learning Center 2. Trainer gives materials to trainee. 3. Tainer begins teaching second student *	D	1. Trainee observes, questions, and records 2. Trainee takes over learning series with first student. (Trainer is close at hand in case problem arises)
Evaluative Interaction	E	Evaluative Interaction
Observation of Trainee performance (managing entire group situation) (Notes should be made)	F	Implementation of procedures with entire group (Trainer can make suggestions, if necessary, during work session)
Evaluation Interaction	G	Evaluative Interaction
Continued observation and supervision of trainee performance	H	Continued growth in implementation of procedures

# Should consist of at least five hours to insure variance of situations

* Should consist of at least five hours for reinforcement of trainee, both by student and trainer.

IV. FEATURES OF THE CURRICULUM

Curriculum is understood to be a course of study. As such, the Developmental Sequence Curriculum represents areas of learning, and sequences to be learned within the areas, which produce therapeutic growth. This course of study should result in greater effectiveness and comfort for the seriously emotionally disturbed youth in his natural environments both at home and school.

The purpose in developing a sequential curriculum is to provide a broad outline to guide the teacher in planning appropriate sequences of instruction for the individual child.

The current version of the Developmental Sequence Curriculum contains six basic skill areas: Behavior, Socialization, Motor, Self-Help, Visual, and Language. These areas are proving adequate to encompass the varied presenting problems of the seriously emotionally disturbed child. The academic portion of the curriculum, relevant to the childrens' needs, is currently being constructed. By assessing the child's developmental level, establishing goals within each area and following the outlined sequences, the teacher can facilitate growth of cognitive, affective and sensorimotor abilities, while reducing interfering behavior. With the aid of the curriculum, the teacher actively assists the child in the assimilation of selected experiences designed to facilitate the emergence of constructive behaviors. Educational materials and behavior modification techniques are the vehicles for implementing the process.

The curriculum outlined here has four major features which can be utilized in evaluating any academic program for use with seriously emotionally disturbed children:

1) Requires teacher - directed assessment with on-the-spot observation of student performance.
2) Provides a structured approach to content area.
3) Involves meaningful use of and interaction with manipulatives.
4) Requires, individual, small group, or large group learning situations, based on the child's assessed developmental level, enabling interaction with peers.

The importance of on going observation and evaluation of student progress cannot be over emphasizes. Through assessing the child's response, both in terms of task mastery criteria and motivation, the teacher can decide when to proceed to the next phase, when to reassess materials and procedures and even which components to reassess. More importantly, if the learning has ceased at a certain level, the teacher should be able to determine the lack of development and revise the vehicles for implementing growth.

In working with children who exhibit gaps in the normal developmental sequence of both psychological and cognitive development, it is essential to continuously evaluate progress in the child's developmental learning process. Through use of behavior modification procedures described earlier, in combination with the curriculum in this section, the need for continuous feedback and observation of student performance will be satisfied.

A. Skill Areas

The curriculum focuses on the six basic Skill Areas in which most seriously emotionally disturbed children demonstrate a need for instruction: Behavioral Skills, Socialization Skills, Motor Skills, Self-Help Skills, Visual Skills and Language Skills (both Receptive and Expressive).

Behavioral Skills

Before a seriously emotionally disturbed child can benefit from a teaching setting, he must respond to his environment successfully. He must evidence growth in his interaction patterns with both objects and persons. This is the curcial starting point in his education. In order to function in his environment, he must react to stimuli and must interact with others appropriately to have his needs met. Activities which stress behavioral skills must be an integral part of every day's activities. The entire staff should always reinforce appropriate learning behaviors and maintain such behaviors once criteria has been met.

Socialization Skills

The child must learn the individual skills required by society, in order to become an accepted functioning member of the community. These skills or behaviors must be taught, as transfer of concepts from one environment or setting to another is not a known strength of such children. Throughout the day, in different settings, the child must be taught the social behaviors or skills that are expected by society. In order to respond to his total environment with success, self-confidence must be built with positive reinforcement of appropriate interaction patterns. Behaviors in both structured and unstructured environments must remain socially acceptable. Established non-acceptable means of having needs met should be replaced with acceptable forms of communication.

Motor Skills

Gaining an awareness of one's own body (size, parts and mobility) is a prerequisite for relating to and imitating the movements of other persons. All children experience this developmental process as they grow. Before a child can imitate speech of adults, he must be able to imitate mouth positions and must be interacting with others in meaningful ways. Developmentally, a baby displays aspects of body knowledge and awareness of his relationship to his environment before he imitates the gestures or expressions of others. Adequate development of both gross motor and fine motor skills is a necessary requirement for successful interaction with the environment. Once basic motor control is evidenced, imitation training is the next essential developmental sequence.

Aspects of body knowledge and awareness which should be emphasized in working with seriously emotionally disturbed children are as follows:

1. Awareness of body position in space
2. Sense of direction
3. Sense of two sides of body (coordinating movements on the right and left sides of the body)
4. Sense of balance
5. Large muscle control (Gross Motor Movements)
6. Small muscle control (Fine Motor Movements)
7. Eye-foot, eye-hand, eye-finger coordination (Visual Motor Movements)
8. Awareness of body position in relation to others (Imitation Movements)

Self-Help Skills

Following mastery of basic skills necessary for learning (eye-contact, cooperation with simple requests, etc.) it is essential to begin teaching the child basic self-help skills. In order to succeed at these tasks, it is understood that some basic mastery of motor skills (both fine and gross) and of imitation skills, is essential for success in these activities. The necessity of teaching a child toileting, feeding, and other self-help skills does not need to be explained in depth. It is sufficient to state that such skills are essential to live comfortably in one's environment.

Visual Skills

Development of visual skills with seriously emotionally disturbed children begins at a very basic, low developmental level. Successful accomplishment of sustained eye-contact to persons or objects is the most basic aspect of visual skills and requires constant reinforcement for establishment. Other visual skills which build on these elemental skills are as follows:

1. Visual discrimination - recognition of likeness and difference between various objects in the environment
2. Visual memory - recall of details of an object's appearance
3. Visual sequencing - memory and reproduction of the order in which objects or symbols appear
4. Visual association - associating objects and symbols with their meanings

Language Skills

Receptive Language

For purposes of this curriculum, auditory skills are incorporated into the Receptive Language Sequence. Accurate perception of and response to sounds in the environment are the essential basis for development of speech skills. * The child must achieve success in responding to his environment before expressive language instruction is started. Some of the major facets of receptive language skills are as follows:

1. Auditory discrimination - recognition of likenesses and differences in sounds and words
2. Auditory memory - recall of the characteristics and sequence of sounds and words
3. Auditory sequencing - memory and reproduction of a sequence of sounds or words
4. Auditory association - associating sounds with their meanings
5. Auditory motor - motorical response to verbal sounds or words

Expressive

Fundamental to development of skills in the Expressive Language Sequence, is the prior establishment of the same skill on a receptive level. Consistent demonstration of the developmental receptive skills is one of the prerequisites for determination of readiness for expressive language. Successful achievement of imitation of mouth position and mouth movement in motor skills is another requirement for development of expressive language. Establishment of on-task behavior, through achievement of all behavioral objectives in Level A, is the final prerequisite for instruction in expressive language. Some of the major dimensions of Expressive Language are as follows:

1. Labeling category - naming and defining objects
2. Grammatical category - recall of basic functional speech
3. Sentence structure - including patterned sentences and modifiers
4. Self-initiated sentences
5. Question structure
6. Self-initiated questions

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*Throughout the curriculum the term "sounds," refers to gross environmental sounds, specific environmental sounds, and speech sounds within that sequence fo skill development.

B. Developmental Sequence Levels

As the skill areas of the curriculum were applied successfully with small groups of seriously emotionally disturbed children, it became evident that teaching specific behaviors required specific environmental settings. The four developmental levels through the skill areas reflect this need for appropriate emphasis, different techniques, and different materials and experiences. To ensure progress through these five stages, certain techniques, as well as, environmental and experiental considerations must be included in the instructional program. Progress through these levels, in each area of the curriculum, will result in maximum growth of the child.

An individual child may be functioning in different levels within each of the curricula. For example, a child who achieves success in visual perception activities may function successfully in a large group setting (Level C). However, if his self-control in activities requiring total body movements is poor, a small group setting (Level B) will be required for instruction.

Each child will progress at varying rates throughout the developmental levels within each curriculum area. The teacher's role, the amount of intervention required, the amount of stimulation in the environment and experiences needed, as well as the amount of self-initiated participation changes with each stage. The following section provides a general description of each developmental level.

Level A: Readiness for Learning

The seriously disturbed child entering the program does not interact with his environment. He may not engage in any constructive activity and may seek to avoid interaction with any person by withdraw behavior or extremely aggressive behavior.

This first developmental level is intended to increase his self-concept through immediate reinforcement of appropriate interaction sequences. This level focuses on responding to adults, responding to materials, seeking interaction to have needs met, and responding to natural rewards. During progress through this level, the child should be reinforced by all adults with whom he comes into contact throughout the day for appropriate behaviors. His instruction during this level must be a one-to-one situation and all stimuli in the environment (auditory and visual) must be reduced. Consequences or reinforcements for behavior must be immediate. Children will move through this level at widely varying rates, and home-school cooperation is essential for total development. The major elements at this level are awareness, attention and response.

Level B: Small Group Skills

This second level emphasizes learning individual skills in all skill areas of the curriculum. It also includes exploration, organization, classroom routine and participation in activities with peers. The instruction at this level should be in a two-to-one situation with reduction of most auditory and visual stimuli. At this level the child may revert back to old coping behaviors, so maintenance of previously learned skills is essential. Intermittent reinforcement of in-seat or on-task behavior is essential to relieve the child's feelings of discomfort, conflict and insecurity. Once established criterion for the task is accomplished reinforcement should become more natural and should be on an intermittent schedule. At this level the children do not see themselves as a member of a group. Yet the need for simple group experiences is essential for further growth in the individual child. This level is a critical one for learning new, appropriate behaviors and skills. The major elements at this level are participation in routine and activities, accumulation of new behaviors in each skill area, and exploration of the environment.

Level C: Individual Skills for Large Group Interaction

This level represents a turning point in the environment, in the teacher's role, and in the type of experiences selected for the child's prescriptive program. In contrast to Level B where external control and structure are paramount, this level begins the critical stage of internal controls. At this level, the child is provided with situations and experiences in which to apply newly mastered skills and concepts. He is learning to work independently and to tolerate some failure. At this level the reduction of stimuli is minimal, and the instruction can be in a three-to-one situation with the use of timers for independent task work. Less structure is required to elicit participation and the group is encouraged to develop and maintain its own rules, regulations and consequences. The child is communicating with words to express himself in the group and is expressing satisfaction of group experiences. He is utilizing all basic expressive language concepts. With mastery of this level, the child should be able to regulate his own behavior with decreasing need for external controls. Expression of emotion is in a verbal rather than a behavioral message. The child has attached value to the group.

Level D: Group Skills

When children enter this level, their skills and abilities, however modest, are considered adequate by themselves and others in all skill areas (including academic work). The goal of this level is to increase the child's capacity to function effectively with peers and adults with the ordinary rules, constraints, freedoms, and consequences children experience in a regular classroom setting. At this level the child is using words to express relationships between behavior and feelings, and is participating spontaneously and successfully as a group member. At this level vicarious reinforcement is the essential, and the child is openly seeking assistance in academic work. Remedial work is pursued with new meaning and characteristics of this stage include acceptance of academic difficulties and determination to overcome them. The classroom setting should resemble a regular classroom, and the texts and materials used in regular schools are preferred. It is during this level that a child begins integration into another special class setting, and this level is referred to as a transitional level. It is essential at this level that the focus be maintained towards success in the special class. This level is the phasing-out and beginning of the seperation process. This level is mastered when the child lets the teacher know that he doesn't need to come back anymore. At this point the referring teacher and the receiving teacher discuss a plan for intermittent support,should it be indicated.

C. Explanation of Assessment Sheets

The assessment sheets for each skill area are a brief listing of each objective in the Developmental Sequence Curriculum. Each assessment sheet, for each skill area, has a place for the child's name and the observer or the person evaluating the child's perfromance. The assessment sheets are also divided into the developmental sequence levels within each skill area. Upon entrance to the program it is recommended initial assessment of the child consist of one teacher engaging the child in the activities relevant to the objectives with an observer recording the child's performance. It is an extremely difficult task to engage the child in a learning situation and assess his behavioral characteristics at the same time, especially when he is engaging in the disruptive and avoidance behaviors typical of a child entering the program.

If the child's strongest perceptual mode has not been determined, an evaluation consisting of a four part sequence can aid in this determination. The assessment can be divided into four separate trials for each objective (to be written in where time peroid for assessment now appears). The first trial consists of the normal set of directions for the child and is termed Trial 1-No Prompts. The second trial consists of utilizing a visual prompt to aid the child in performance. This is termed Trial 2-Visual Prompt. The next trial involves repeating the directions very slowly and is termed Trail 3-Auditory Prompt. The final trail includes a physical prompt accompained by the verbal direction and is termed Trial 4 Tactile. If the child does not complete the task with any of the prompts, he is physically prompted through the entire objective and note is made of this fact. Three successive failures requiring physical prompting to completion ends the assessment for that skill area.

The following is an example of the perceptual assessment of Behavior Objective A-#1:

Trail 1 - The teacher and child sit in chairs facing each other. The teacher claps her hands in front of her face. If child looks at her, Trail 1 is marked successfully accomplished.

Trial 2 - The teacher and child remain in same position as above. Teacher takes reinforcer from tray and places it in fromt of her nose. Child looks in her direction. Trail 2 is marked successfully accomplished.

Trail 3 - The teacher and child remain in same position as above. Teacher says, "Look at me." Child looks at her. Trail 3 is marked successfully accomplished.

Trail 4 - Teacher and child remain in same position as above. Teacher looks at child and gently moves child's head approximately two inches towards her with her hand. If child continues to move his head, on his own, to establish eye contact, Trail 4 is marked successfully accomplished.

In the event that a child does not complete the task utilizing any of the four prompts. The teacher should wait until the child does look at her and reinforce immediately. The teacher can also use a reinforcer by placing it near child's nose and gradually bring it towards examiner's nose until child accidentally established eye contact in his tracking of the reinforcer. The objective is marked not accomplished and the teacher begins assessment of the next behavior.

Following complete assessment in all skill areas, precriptive programs for the skill areas are written and instruction begins at the child's functioning level in each skill area. Activity sheets corresponding with objectives in the Gross Motor Skill Area, Fine Motor Skill Area, and Self-Help Skill Area, are to be completed with each child when assessing the behaviors relating to that objective. The activity checklists are sequentially based beginning with behaviors appropriate for a developmental level of age one to two years for a normal child.

Following initial evaluation of the child, the assessment sheets, in combination with response sheets used daily in learning centers, aid the teacher in evaluating and planning the child's program weekly. The assessment sheets are also used in evaluating child's progress for parent conferences and reports every nine weeks, and for prescriptive planning for his instruction for the next nine week period. Daily assessment, weekly evaluation and planning, parent conferences and prescriptive programs every nine weeks are all essential to maintain a constant psychocognitive assessment of the child's developmental learning process.

Scope and Sequence Chart

DEVELOPMENTAL ACTIVITY LEVELS	BEHAVIORAL SKILLS	SOCIALIZATION SKILLS	MOTOR SKILLS	SELF-HELP SKILLS	VISUAL SKILLS
LEVEL A Readiness for Learning	Objectives A #1--#9 Goal-Skills Necessary for Teaching Setting	Objectives A #1 - #9 Goal-Appropriate Response to Adults	Gross Motor #1-3 Fine Motor #1-5 Imitation #1-5	Objectives A #1 - #5 (Includes Behavioral, Social, Imitative Skills)	Level A of B havioral Obj ectivies Level A of Imitation Ob ectives #1-
LEVEL B Small Group Skills	Objectives B #1-14 Goal-Successful Participation in Small Group Activity	Objectives B #1-12 Goal-Successful Participation Small Group Activity	Gross Motor B #1-6 Fine Motor is Imitation Sequence Imitation B #1-6	Objectives B #1-6 Sequence of Self-Help Skill-at this Level (Self-Help Activity Checklist)	Objectives B #1-14 Includes: di crimination sorting, mat ing, memory sequencing
LEVEL C Individual Skills for Large Group Interaction	Objectives C #1-6 Goal-Management of Individual Behavior in Large Group Situations	Objective C #1-8 Goal-Achievement of Personal Satis - faction in Large Group Situations	Gross Motor #1-6 Fine Motor #1-10 Imitation Completed at Level B	Objectives C #1 and #2 Goal-Individual Self-Help Behavior in Large Group Situations	Objectives C #1-11 Includes S ing, Ident ing, Memor Sequencing Visual Mot
LEVEL D Group Skills	Objectives D #1-5 Goal-Active Contribution to Large Group Situations	Objectives D #1-7 Goal-Spontaneous Participation in all Group Situations	(Writing to be Developed)	(Chores in the Home) (Pre-Vocational Skills (To be Developed)	(Reading and Math) (To be Devel ed)

RAL	SOCIALIZATION SKILLS	MOTOR SKILLS	SELF-HELP SKILLS	VISUAL SKILLS	LANGUAGE SKILLS
es A kills ary each- tting	Objectives A #1 - #9 Goal-Appropriate Response to Adults	Gross Motor#1-3 Fine Motor#1-5 Imitation#1-5	Objectives A #1 - #5 (Includes Behavioral, Social, Imitative Skills)	Level A of Behavioral Objectivies Level A of Imitation Objectives #1-3	Receptive Language Level A #1-7 Expressive Language Receptive Level A Imitation A #1-5
es B uccess- ipation ll Group ty	Objectives B #1-12 Goal-Successful Participation Small Group Activity	Gross Motor B #1-6 Fine Motor is Imitation Sequence Imitation B #1-6	Objectives B #1-6 Sequence of Self-Help Skill-at this Level (Self-Help Activity Checklist)	Objectives B #1-14 Includes: discrimination, sorting, matching, memory and sequencing	Receptive Language Objectives #1-20 Expressive Language (Begins after Receptive B #1-5 Objectives B #1-40 Goal-Utilizing of Expressive Language
es C anage- f In- al Be- in Group ons	Objective C #1-8 Goal-Achievement of Personal Satisfaction in Large Group Situations	Gross Motor#1-6 Fine Motor#1-10 Imitation Completed at Level B	Objectives C #1 and #2 Goal-Individual Self-Help Behavior in Large Group Situations	Objectives C #1-11 Includes Sorting, Identifying, Memory, Sequencing, and Visual Motor	Expressive Language Objective Goal- Increase Language Development
es D ctive bution e ons	Objectives D #1-7 Goal-Spontaneous Participation in all Group Situations	(Writing to be Developed)	(Chores in the Home) (Pre-Vocational Skills (To be Developed)	(Reading and Math) (To be Developed)	(Goal-Appropriate Participation in a group discussion) on a relative topic

V. RECORDING AND REPORTING STUDENT PROGRESS

Student progress in all skill areas is evaluated in each learning center with the aid of a response sheet. (See Figure 11A&B) The students name, tasks to be presented that day at the specific learning center and his responses are carefully noted. This on-going evaluation provides feedback to the teachers and aides concerning the child's progress through the learning sequence.

In weekly staffings, the response sheets assist the team in determining problem behaviors which persist throughout all learning centers. Also, a problem behavior occuring at one specific center, which is not evidenced at other centers, can be eliminated by a discussion and application of methods or techniques found successful for eliminating the behavior. New skills which have been established at one learning center can be transferred to the other centers to aid in further development. For example: In the language center, the child is verbally imitating the word "Yes." This skill should be utilized immediately in all centers to ensure transfer of learning.

In planning weekly programs for the learning centers, the response sheets aid in determining a needed change in materials, amount of reinforcement needed, new tasks in the same skill to maintain skill, and increases or decreases in rate of learning by the individual child. The response sheets in combination with activity checklists and assessment sheets assist the teachers and aides in planning the program for the next week.

Every nine weeks with the aid of assessment sheets and activity checklists, student progress reports are completed and parent conferences are held at school.

FIGURE 11A&B

Response Sheets for Learning Centers

Figure 11A is a sample response sheet utilized during teacher-directed activities.

TEACHERS RESPONSE SHEET	Figure 11A	
NAME	ACTIVITY	RESPONSE

Figure 11B is a sample of the response sheet utilized for independent task completion and teacher-directed activities in small group setting.

TEACHER RESPONSE SHEET	FIGURE 11B								
NAME	TASK	BELLS							
			1	2	3		4	5	6
		IND. 1-1				▨			
		IND. 1-1				▨			
						▨			
		IND. 1-1				▨			
		IND. 1-1				▨			
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A. Student Progress Report

The Student Progress Report (See Appendix E) can be used to record a student's general behavioral progress, and the academic progress he has shown at the Learning Centers during a reporting period. The sections of the report to be used depend upon the child's developmental level. The comments entered on the Student Progress Report should serve as a summary of the progress recorded on the assessment checklists for the various learning centers. Space is provided for teachers or aides to evaluate the child's total progress in each learning center.

B. Prescriptive Programs

Following evaluation of the child's progress using the assessment checklists, activity checklists, progress report, and parent conference, prescriptive programs are written to ensure continued growth and progress. Plans for the program for each child are written by the staff member teaching the specific skill area which is listed in the Prescriptive Program Form (See Appendix F.) The rate of learning of the child and his various developmental levels in the skill areas are important considerations in planning the program for the individual child.

VI. Developmental Sequence objectives and assessment sheets.

A. Behavioral
B. Socialization
C. Motor
D. Self-Help
E. Visual
F. Receptive Language
G. Expressive Language

Foreword

Developmental Sequence Curriculum

This curriculum reflects the most successful aspects of the total program developed for the Title VI-B project for seriously emotionally disturbed children in the Orange County School District, Florida. It should be emphasized that this basic curriculum is meant to be implemented with creative activities and materials, and the use of behavior modification techniques. The materials and resources available in each school and district implementing such a program vary to a great degree. It is suggested that activity cards relating to each objective be created by individual teachers (Examples to be found in appendix). It is intended that each objective be utilized to develop variations of activities, as well as, activities tailored to meet the needs of the students and the classroom environment in which the curriculum is implemented.

A. DEVELOPMENTAL BEHAVIORAL OBJECTIVE

Level A - Readiness for Learning

Goal - To learn skills necessary for teaching setting.

1. Spontaneous eye contact - Person or object.
   (1) Child responds to sensory stimulus by attending to source of stimulus.
   Example: When teacher snaps fingers, child turns head to source of sound.
   When teacher claps hands, child turns head to source of sound.

2. Sustained attention to source of stimulus.
   (2) Child sustains attention to source of stimulus for five seconds or longer (after initial stimulus - response).
   Example: After initial stimulus, child continues to follow teacher snapping fingers in movements up, down and around his body.
   Child continues to look at teacher after responding to sound.

3. Eye contact on request.
   (3) Child responds to verbal command by establishing eye contact.
   Example: When teacher says "Jim, look at me," child looks directly at teacher's eyes.

4. Change in behavior.
   (4) Child stops what he is doing, turns around or establishes eye contact when name is called or command is given.
   Example: Child is seated staring at floor, teacher says "time to work" child looks at teacher or objects on table.
   Child is playing with stacking disc, teacher says "Tim, look at me," child responds appropriately.

5. Cooperates with simple spoken requests.
   (5) Child responds motorically to single verbal command.
   Example: Teacher says, "close the door." Child closes the door.
   Teacher says "Sit Down." Child sits down in chair.

6. Sits to work at some task.
   (6) Child maintains good sitting behavior long enough to earn rewards by working at some task.
   Example: Child will stay sitting without being forced and will work with someone on stacking blocks.
   Child will sit and work with someone on his own long enough to complete simple puzzle.

7. Approaches others.
   (7) Child comes over to (approaches) people on request or on his own.
   Example: Child wants person to fasten his pants, goes over to teacher and stands in front of him.
   Child is asked to come over to sink to wash his hands for lunch. Comes without physical prompt.

8. Smiles at others.

(8) Child smiles at others when greeted, hugged or cuddled, praised or when he is annoying them.

Example: Teacher says "Oh, that was good work." Child smiles.

Child is throwing materials in the air, teacher calls name. Child smiles at teacher.

9. Responds to praise.

(9) Child shows enjoyment of social rewards by smiling, laughing or hugging person.

Example: Child has done some good work and teacher hugs him. Child laughs, smiles or hugs teacher.

Child is praised for completing stacking disc, child begins to take discs off to begin task again.

Level 2 - Small Group Skills

Goal - To successfully participate in small group activities.

1. Responds to complex verbal and environmental stimuli.

(1) After achieving some motor imitation skills, child will achieve minimal participation in routine. (Given physical intervention and verbal cues.)

Example: Teacher takes two pieces of puzzle and puts them in place one at a time (demonstration). She removes puzzle pieces. Then puts child's hand over one puzzle piece. Child puts piece in puzzle.

Teacher says "Time to eat" to child sitting at table in front of plate. Child does not know what to do first. Teacher hands child fork and child begins to eat meat on plate.

2. Active assistance in self-help skills.

(2) Child actively assists in learning self-help skills such as indicating need to use bathroom (verbal or non verbal), attempting to put materials back in place, attempting to wash hands, etc.

Example: Upon entering the classroom, child moves toward clothes closet and attempts to remove jacket.

Child is in small group setting. He stands up and tugs at pants or uses signing to indicate need to use bathroom.

3. Independent response to materials.

(3) Child spontaneously reacts to work or play materials placed on table. (Verbal cue may be used)

Example: Teacher has placed small car on table. Child sees car and spontaneously picks it up, runs it along table top, spins wheels, or any other appropriate movement.

Teacher has placed rhythm instruments on table. Child picks up tambourine and begins to hit or shake it.

4. Spontaneous recall of routine.

(4) Child responds to routine he has previously experienced without physical prompt (Verbal cue or touch may be used). (Child should be aware of routine to the extent that he can move to next planned activity with verbal prompt.

Example: Teacher says, "It's time for lunch." Child locates himself at correct table for eating.

Teacher says, "It's music time." Child moves to music area without being physically moved by teacher.

5. Use of eye contact for natural reward.

(5) Child makes eye contact as signal to get people to do things for him.

Example: Child looks at teacher to hand him a piece of puzzle he is working.

Child wants some attention. Gives teacher eye contact as signal for a hug or some praise for sitting quietly.

6. Appropriate use of materials.

(6) Child uses both work and play materials appropriately.

Example: Child plays with toys showing an awareness of their function. (Hammer to be used with pounding bench, toy airplane is flown through air in hand,) He does not see toys or materials as objects to be destroyed. He may engage in pretend play, but this would not be appropriate continually.

7. Takes or waits his turn.

(7) Child without physical intervention. from the teacher takes or waits for his turn. (Verbal support or touch is appropriate)

Example: Child wants his snack and he wants it immediately. He begins to get out of seat. Teacher praises another child who is waiting patiently for snack. Child sits back down and teacher praises him for waiting.

8. Self correction of interfering behaviors in small group activities

(8) Child participates appropraitely in activities at work time, without physical intervention by teacher. (Verbal support or touch is appropriate)

Example: Child pushes chair away from learning center. Teacher exclaims "Look, at this red screwdriver." Child moves chair back to table.

Child moves in and out of chair altering work time. Teacher begins using primary reinforcement and louder praise for child on task. Child begins to work again and completes task with verbal and physical support from teacher.

9. Self-correction of interfering behaviors in active group activities.

(9) Child participates appropriately in physically active activities such as play time, motor time, music or art without physical intervention from teacher. (Verbal support or touch is appropriate)

9. CONTINUED

Example: Child is showing resistance to rolling ball to teacher. Teacher says, "after you roll the ball to me, you can swing on the swings."

Child threatens another child with his fist after losing control. Teacher moves between the two children and says, "I know you wanted to win this game of musical chairs, but after you sit down you may play the records.

10. Displays knowledge of routines.

(10) Child spontaneously participates in routine without physical intervention. (Child shows intiative in complying with routine.

Example: Teacher says, "Ready to work." Child raises his hand to show he is ready. He then folds hands in lap and looks at teacher for instructions.

Teacher says, "Playtime is almost over." Child finishes listening to song. Puts record in in case, turns off record player and begins moving back to learning center.

11. Verbalizing reason for behavior.

(11) Child, after losing control and calming down, is able to tell reason for inappropriate behavior in an individual situation. (Teacher may ask appropriate questions)

Example: Child hits another child, after he is calmed down, teacher asks him appropriate questions to find reason for behavior. Child may answer, "John took my pencil."

Child comes into the room in the morning obviously upset. After child has calmed down, teacher asks questions and child says, "Bus was late. Mother brought me in car."

12. Seeking alternative behaviors towards others when provoked. (Individual Focus)

(12) Child can implement alternative behaviors towards others when their behavior is distressing him. (Individual focus) (minimal interpersonal interaction with verbal support from teacher)

Example: One child is verbally or physically annoying another child. Child who is being annoyed will be able to select and implement an appropriate behavior, such as: informing the teacher, removing himself from situation, asking the other child to leave him alone.

13. Maintaining Self-Control.

(13) Child complies with group procedures and maintains self-control. (Verbal support by teacher and classroom structure support)

Example: Child actively participates in all classroom group activities appropriately and according to teacher-established structure (work, art, recreation, music, group games, etc.)

14. Appropriate Response to Change.

(14) Child responds to change in structure or environment with appropriate verbal and body control.

Example: Teachers have changed the physical structure of the room by rearranging room dividers. Upon entering room, change is explained and child goes to learning center and participates appropriately.

Substitute teacher is instructing at learning center child complies with group procedures and maintains self-control.

Level C - Individual skills for Large Group Interaction.

Goal - To successfully manage individual behavior in Large Group Situations.

1. Recall of group rules and procedures

(1) Child is able to demonstrate or verbally recall his individua performance in relation to group rules and procedures.

Example: Before beginning a game, they have played previous, teacher questions the group about the rules of the game. If children are non-verbal, teacher may ask two children to demonstrate some of the rules.

Before leaving the classroom, the children may review rules for walking through the building.

Before beginning a musical activity the children have enjoyed previously, such as musical chairs, th teacher asks the students to demonstrate the procedures.

Child may verbally correct another child who is not following appropriate rules. Child says, "Curtis, put your napkin in your lap."

2. Verbal contribution to group goals.

(2) Child is able to verbalize group expectations of conduct and procedures.

Example: In a discussion of rules for the class, children might respond in following ways:
We should walk quietly in the halls.
We should stay in our seats on the bus.
We should stay in our chairs at groups.

3. Verbalization of consequences.

(3) Child is able to verbalize consequences of inappropriate behaviors in group situations.

Example: Teacher asks child, "What would happen if . . . ." and the child relates correct consequence.

When questioned about what is going to happen if child consistently gets out of seat on the bus, child may say, "No bus ride," or "Mrs. Jones will get mad."

Child is daydreaming and not completing independent task. Teacher may ask, "What will happen if you are not finished with your work when bell rings?" Child may say, "No free time today."

4. Verbalization of reasons for group rules.
   (4) Child is able to give simple reason for group procedures or rules.
   Example: Teacher may ask the question, "Why do we have a rule about hitting?" Child may respond:
   "Hitting hurts"
   "Children don't like to get hit"
   Teacher asks a question about rule for raising your hand for help with work. Child may say, "Teacher can see your hand." "Teacher could not hear everyone calling her name at the same time."

5. Verbalizing more appropriate behavior. (Individual Focus)
   (5) Child is able to relate more appropriate ways to behave in a certain situation.
   Example: After hitting table to get attention, teacher may ask child an alternative behavior. Child may say, "I can raise my hand instead of making noise."
   Teacher may have role-playing situation. Teacher might ask, "After John throws your art work on the floor, what else can you do other than hit him?" Child might respond, "I can tell the teacher he is making me mad."

6. Ignoring inappropriate behavior of others and maintaining control.
   (6) Child refrains from breaking group rules or beginning inappropriate behaviors when others in the group are losing control. (Verbal support given by teacher)

   This behavior will be acquired only after physical attention and verbal support during crisis situations. Achievement of this objective represents a great deal of self control by the individual child.
   Example: Child remains in his seat when others are running around or fighting.
   Child ignores two other children engaged in name calling.

Level D - Group Skills

Goal - To contribute actively in group situations.

1. Accepting decisions in group situations.
   (1) Child responds appropriately to choices for leaders for group activities. (Not being selected or being selected leader)
   Example: Group is beginning a follow-the-leader type game. The child chosen as leader assumes his role as leader appropriately. Other children assume their roles and follow his path correctly.

2. Engaging in new activities previously avoided.
   (2) Child spontaneously participates in activities he previously avoided. (Without teacher prompt)

(2) CONTINUED

Example: Child previously avoided participation in group activity involving use of rhythm instruments in group activity. Child spontaneously picks up instrument and joins in activity.

3. Seeking alternative behaviors towards others. (Group Focus)

(3) Child can implement alternative behaviors in situations affecting others.

Example: One child is verbally or physically annoying another Child who has mastered this objective can select an appropriate behavior such as: informing the teacher, asking the child to stop the behavior, removing himself from situation.

Child wishes to join ongoing activity. He is able to signal his desire to be included (verbally or by physical positioning), rather than resorting to inappropriate behavior (disrupting or withdrawing).

4. Verbalizing cause and effect relationships.

(4) Child is able to describe relationship between his feelings and behavior (Group Focus),(problem solving).

Example: Group is working in the garden and one child is not participating. Child expresses his own feelings and those of group that result from child's failure to help by stating, "I'm mad and we're all mad because he won't help us pull weeds." Group can then arrive at decision and continue activity.

5. Transfer of Behavioral Control to other environments.

(5) Child can respond to suggestions of a new experience or of change in another environment with appropriate verbal and body control.

Example: Teacher suggests that child begin having his reading group in another class in the school; child agrees and behaves appropriately in class.

Child follows rule established by parents (cleaning his room weekly, helping with chores around the house).

Behavioral Assessment Checklist Level A - Readiness for learning	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	Child's Name Observer COMMENTS
1. Spontaneous eye contact - Person or object.					
2. Sustained attention to source of stimulus.					
3. Eye contact on request.					
4. Change in behavior upon command.					
5. Cooperates with simple spoken requests.					
6. Sits to work at some task.					
7. Approaches others.					
8. Smiles at others.					
9. Responds to praise.					

Behavioral Assessment Checklist Level [illegible] - Small Group Skills	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
1. Responds to complex verbal and environmental.					
2. Active assistance in self-help skills.					
3. Independent response to materials.					
4. Spontaneous recall of routine.					
5. Use of eye contact for natural reward.					
6. Appropriate use of materials.					
7. Takes or waits his turn.					
8. Self-correction of interfering behaviors in small group activities.					
9. Self-correction of interfering behaviors in active group activities.					
10. Displays knowledge of routines.					
11. Verbalizing reason for behavior.					
12. Seeking alternative behaviors towards others. (Individual Focus)					

Behavioral Assessment Checklist

Level C - Individual Skills for Large Group	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
1. Recall of group rules and procedures.					
2. Verbal contribution to group goals.					
3. Verbalization of consequences.					
4. Verbalization of reasons for group rules.					
5. Verbalizing more appropriate behavior. (Individual focus)					
6. Ignoring inappropriate behavior of others and maintaining control.					
Level D - Group Skills					
1. Accepting decisions in group situations.					
2. Engaging in new activities previously avoided.					
3. Seeking alternative behaviors towards.others.(Group Focus)					
4. Verbalizing cause and effect relationships.					
5. Transfer of behavioral control to other environments.					

B. DEVELOPMENTAL SOCIALIZATION OBJECTIVES

Level A - Learning Readiness Skills

Goal - To respond appropriately to adults

1. Awareness of others

(1) Child demonstrates awareness of others. (May use physical prompt)

Example: Child and teacher are sitting at table and teacher turns away from child. Child looks at teacher. However, when teacher turns back toward child, he averts his gaze.

Child is walking down hall with parent. Teacher approaches them, child looks up to see who is coming.

2. Attention to other's behavior.

(2) Child spontaneously attends to another person's behavior. (Looks at adult or another child spontaneously)

This behavior may have to be observed by person other than teacher interacting with the children.

Example: Teacher is teaching one child to stack blocks. Second child observes teacher and child together.

3. Responds to name being called

(3) Child responds (either appropriately or inappropriatelly) to adult calling child's name, (No physical prompt)

Example: Teacher calls child's name. Child looks away from teacher or may look up to teacher.

4. Responds to verbal or nonverbal requests to come.

(4) Child responds appropriately to adults' verbal or nonverbal request to come to him. (Child physically moves close to adult)

Example: Teacher says quietly "Come over here by me." Child moves next to teacher and allows physical touch.

Teacher signals by holding out her arm to child that she wants him to move next to her. Child moves over by teacher.

5. Cooperates with simple spoken request

(5) Child responds motorically to single verbal command. (Same as Behavior # A5)

6. Imitation of simple acts of adults.

(6) Child imitates simple, familiar acts of adults. (gestures, words or activities)

Example: Teacher reaches under table to pick up materials; child copies her bending over.

Teacher raises her hand and says, "Ready to work," child does the same.

If child is verbal, child may imitate speech of teacher.

7. Engages in play behaviors.
(7) Child engages in organized solitary play activity. (Direction from teacher if necessary.)
Example: Child rides tricycle or pulls wagon.
Child climbs on playground.equipment.
Child stacks blocks or builds with blocks.

8. Seeks interaction with adults.
(8) Through use of movements, gestures, sounds or verbalization child obtains desired response from adult. (not for need satisfaction of hunger or thirst) (verbal cue may be used.)
Example: Child takes teacher"s hand and leads her to Learning Center.
Child points to toy on desk, when asked, "Do you want doll?" nods head.

Level B - Small Group Skills

Goal - To successfully participate in small group activities.

1. Seek interaction with peers.
(1) Child through movement, gestures, sounds, or verbalization obtains desired response from another child. (Not for need satisfaction of hunger or thirst) (Verbal cue may be used)
Example: On playground,one child is sitting in swing, child meeting this objective will gesture or move child in order to obtain swing.
At playtime,one child is using Lite and Brite, another child moves toward him pointing at toy, when teacher asks, "Do you want to play?" Child nods head.

2. Eye Contact and Sound for need satisfaction.
(2) Child makes eye contact and sound at the same time to obtain desired response. (Verbal Cue may be used)
Example: Child is sitting at center and needs to use bathroom. Child looks at teacher and verbalizes some sound approximating T- or B.
Child is waiting for lunch to be served. Child looks at teacher makes m-m sound for milk and receives lunch.

3. Participates in parallel activities with others.
(3) Child engages spontaneously in parallel activities with another child using similar materials.
Example: Children both go to swings and swing next to each other without interactin.
Children both play with similar toys, both doing puzzles at the same time, but not interacting.

4. Takes or waits his turn.
(4) Child without physical intervention from the teacher takes or waits for his turn. (Verbal Support or touch is appropriate) (Same as Behavior # B7)

5. Initiates social interaction with peer.

(5) Child (without prompt) begins appropriate minimal movement toward another child within the routine of the classroom.
Example: Child goes over to join another child already engaged in play.
Child wants to sit by another child.

6. Participates in directed sharing activity.

(6) When verbally directed, child engages in sharing activity.
Example: Child gives materials to another child (Verbal Cue).
Child passes cookie to another child at foods time.

7. Cooperation in playtime activities.

(7) Child participates cooperatively in activity or project with another child during playtime. (Verbal support or touch may be used)
Example: Child is involved in free play situation, on his own seeks interaction with another child and engages in play.
Child is building a house with blocks, another child sits down and begins picking up blocks. They start building together alternately.

8. Indicate awareness of self.

(8) Child shows definite awareness of self concept through verbal, drawings or gestures.
Example: Child looks at self in mirror.
Child shows pleasure, by smiling, at his own work.
Child draws human figure drawing close to age approximation.

9. Seeks affection from adult.

(9) Child spontaneously seeks affectionate contact from an adult.
Example: Child enters classroom and lifts arms for a hug.
During relaxation time, child moves next to teacher and strokes her face.

10. Imitation of words for response.

(10) Child will imitate words for gaining desired response from adult. (Verbal cue needed)
Example: Child wants to use bathroom and signals need. Teacher prompts "Bathroom." Child imitates appropriately.
Child is leaving room at end of school day, waves to teacher. Teacher prompts "Good-bye." Child imitates.

11. Assists with chores.

(11) In the classroom, the child actively assists with chores in the classroom. (Verbal cue may be used)
Example: Preceding lunch, child sets the table for classmates
Following art time, child assists in cleaning work areas and putting away materials.

12. Asks for desired response.

(12) Child uses words to obtain desired response from adult (food, toys, music, help, going outside) (Verbal prompt may be used.)
Example: Child wants to go outside, seeks teacher, establishes eye contact and says, "outside."
Child wants to play record player, asks teacher by saying, "Record?", "Music," or "Record player."

Level C - Individual Skills for Large Group Interaction.

Goal - To achieve satisfaction in Large Group Situations.

1. Takes or Waits Turn (No Verbal)

(1) Without verbal reminder from adult, takes or waits for his turn.
Example: While lining up to go outside, child waits quietly in his chair for his time to get in line.
In gross motor activities, child waits quietly in line to have his turn on the balance beam.

2. Shares materials or activities.

(2) With minimal verbal prompts, child will share materials or activities with peers.
Example: Child is coloring with box of crayons, another child indicates desire to use the crayons. Child shares appropriately.
Child is on rocking equipment on playground, another child approaches and asks to play. Child continues rocking with consideration for the other child on the equipment.

3. Answers simple questions.

(3) In a conversation, child responds appropriately and correctly to simple questions.
Example: Teacher asks,"What is your name?" Child responds correctly.
Teacher asks, "How are you today?" Child responds appropriately.

4. Use of phrases or simple sentences.

(4) In naming, asking, describing or answering, child uses phrases or simple sentences appropriately.
Example: Child says, "Gimme cookie" or "Give me cookie" in appropriate situation.

5. Use of Courtesy Words.

(5) When child asks for an object or wants permission to go to certain place, he uses courtesy words appropriately.
Example: Child asks for glass of water by saying, "A glass of water, please."
Child who has finished work and wants to have playtime, says, "Play area, please." or "go play, please."

6. Expresses preference for activities or materials.

(6) Child is able to suggest (verbally and with gestures) his preference of materials or activities, at playtime, to the teacher.

Level C - CONTINUED

6. CONTINUE

Example: Child wants to play ball, instead of follow-the-leader through playground equipment. He says, "Kick ball please," or picks up kickball and shows it to teacher with appropriate verbalization.
Child would prefer to sing instead of participating in movement exploration music activities. He voices his opinion by saying, "Singing, please."

7. Responds appropriately to change in activities.
   (7) When another child's suggestion for activity is accepted, child participates appropriately in new activity. (Lack of all inappropriate behaviors)

8. Cooperative participation with peer in organized activity.
   (8) Child participates cooperatively in an activity with one of his peers, during organized class activities. (Verbal prompt or touch may be used)
   Example: Child makes chocolate milk with classmate.
   Child mops floor with another classmate.

Level D - Group Skills

Goal - To participate spontaneously in all group activities.

1. Use of functional speech in different settings.
   (1) Child identifies, names, describes or asks for things with new people and in new settings.
   Example: Child in supermarket identifies items he has seen at school, in magazines and on television.
   Child in doctor's office, names and asks for objects he has seen in clinic, on television, or in classroom.

2. Verbalizes activity choice to peers.
   (2) Child is able to choose (verbally) an appropriate group activity for his peers.
   Example: Child says, "Lets watch T.V. today at playtime."
   Child says, "Lets draw a picture for the teacher."

3. Engages in new activities previously avoided.
   (3) Child spontaneously participates in activities he previously avoided. (without teacher prompt)
   (Same as Behavioral D-1)

4. Verbal indication of peer preference.
   (4) Child verbally indicates preference among members of peer group and states their personal characteristics.
   Example: Child states that he wants to sit near Mike because he is good at math.
   Child states that he wants to play catch with Bob because he throws well.

5. Support of peers (verbal or physical).

(5) Child is able to verbally or physically assist another child in a problem situation.

Example: Child is becoming upset in art time because he cannot hold the paper and put the glue on at the same time. Another child says, "I'll help" and holds the paper for him.

6. Development of friendship.

(6) Child indicates a developing friendship by preference for a particular child.

Example: Child helps another child spontaneously and appropriately with a task.

Child shares cookies made at foods time with another child.

7. Describes characteristics of others.

(7) Child recognizes and verbally describes characteristics of others.

Example: Child might say, "Sam is taller than I am, and can reach the shelf."

"I don't like Joe, he always grabs my food."

Social Skills Assessment Checklist

Child's Name ____________

Observer ____________

Level A - Learning Readiness Skills	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
1. Awareness of others.					
2. Attention to other's behavior.					
3. Responds to name being called.					
4. Responds to verbal or nonverbal requests to come.					
5. Cooperates with simple spoken request.					
6. Imitation of simple acts of adults.					
7. Engages in play behaviors.					
8. Seeks interaction with adults.					
Level B - Small Group Skills					
1. Seek interaction with peers.					
2. Eye Contact and Sound for need satisfaction.					
3. Participates in parallel activities with others.					

Social Skills Assessment Checklist	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
Level B - CONTINUED					
4. Takes or waits his turn.					
5. Initiates social interaction with peers.					
6. Participates in directed sharing activity.					
7. Cooperation in playtime activities.					
8. Indicate awareness of self.					
9. Seeks affection from adult.					
10. Imitation of words for response.					
11. Assists with chores.					
12. Asks for desired response.					
Level C - Individual Skills for Large Group Interaction					
1. Takes or Waits Turn (No Verbal)					
2. Shares materials or activities.					
3. Answers simple questions.					
4. Use of phrases or simple sentences.					

Social Skills Assessment Checklist	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
Level C - CONTINUED					
5. Use of Courtesy Words.					
6. Expresses preference for activities or materials.					
7. Responds appropriately to change in activities.					
8. Cooperative participation with peer in organized activity.					
Level D - Group Skills					
1. Use of functional speech in different settings.					
2. Verbalizes activity choice to peers.					
3. Engages in new activities previously avoided.					
4. Verbal indication of peer preference.					
5. Support of peers (verbal or physical).					
6. Development of friendship +					
7. Describes characteristics of others.					

C. DEVELOPMENTAL MOTOR OBJECTIVES

Level A - Gross Motor Skills

Goal - To gain more control of body and increase constructive time use.

Previous to beginning motor activities, child should have achieved four basic behaviors:

a. Spontaneous Eye Contact.
b. Eye contact on request.
c. Cooperation with simple requests.
d. Sits and works at task long enough to be rewarded.

1. Mastery of many gross motor skills.
   (1) Child has skill in many activities using the large muscles and muscle groups in arms, back, chest, legs and stomach. (See attached Gross Motor Activity Checklist)

2. Engages spontaneously in gross motor activities.
   (2) Child spends much of his free play time engaging in gross motor activities. (without physical or verbal prompt)

3. Cooperates with simple spoken request.
   (3) Child responds motorically to single verbal command. (Same as Behavior A-5)

Level A - Fine Motor Skills

Goal - To gain more control of smaller muscle groups and constructive time use.

1. Eye contact to objects, parts of body.
   (1) Child upon verbal command or with gesture establishes eye contact to objects,or parts of body. (arms, hands, face, mouth, etc.)
   Example: Teacher says "Look, at the blocks"and points to blocks. Child responds appropriately.

2. Moves object from one hand to another.
   (2) Child will move an object from one hand to the other without help of body, mouth or table. (Verbal or physical prompt may be used)
   Example: Child can move ping-pong ball from one hand to other with ease.

3. Use of pincher rasp.
   (3) Child picks up small objects using tip of thumb and index finger from above. (Verbal prompt)
   Example: Child can pick up raisin out of dish using thumb and finger.

4. Mastery of Small Motor Skills.
   (4) Child has skill in many activities using the smaller muscles and muscle groups in his wrists, hands, fingers and has eye contact to task. (See attached Fine Motor Activity Checklist)

5. Engage spontaneously in Fine Motor activities.
   (5) Child spends much of his play time engaging in fine motor activities. (without physical or verbal prompt)

Level A - Motor Imitation

Goal - To learn to watch and imitate in order to rapidly gain new behaviors.

Motor Imitation is a three part process. The child must watch a model demonstration. He must try to imitate or repeat the model immediately. His attempts at imitation must match the model.

Large motor imitation follows motor activity 29 on activity checklist.

Fine motor imitation follows achievement of Level B - objective 5 and following activity 21 on Fine Motor Activity Checklist.

1. Repeats simple small motor models.
   (1) Child correctly imitates simple large motor movements shown to him, (verbal prompt may be used.)
   Example: Child successfully imitates arms over head, jumping, bending, swinging leg, after model and verbal command "Do this."

2. Repeats simple large motor models.
   (2) Child correctly imitates simple small motor movements shown to him, (verbal prompt.)
   Example: After watching model and having teacher say "Do this."
   Child touches object teacher was touching, taps fingers on table, claps his hands, etc.

3. Imitation of object placement.
   (3) Child correctly copies the placement of objects, (do not verbalize directions.)
   Example: Teacher builds a bridge of three blocks. Child watches and copies model.
   Teacher puts fork beside plate. Child watches and repeats correctly.

4. Imitation of mouth position and movements.
   (4) Child correctly repeats models of mouth movements and mouth positions.

4. CONTINUE
   (4)
      Example: Opening mouth, shutting mouth, chewing, lips together, puckering mouth, blowing feathers, index finger over lips, teeth together, wiggling tongue, etc.

5. Responds to complex verbal and environmental stimuli.
   (5) After achieving some motor imitation skills, child will achieve minimal participation. (Through imitation and with verbal and physical prompts.) (Same as Behavior B-1)

Level B - Motor Imitation of Gross Motor and Small Motor Skills

Goal - To increase the amount of modeling behaviors and to increase spontaneity of responses.

1. Imitates action of adults.
   (1) Child correctly repeats imitation games that have been demonstrated by adults.
   Example: Pat-a-cake, peek-a-boo, waving good-bye, etc.

2. Imitates complex movements.
   (2) Child correctly accomplishes self-help tasks and chores.
   Example: Sweeping the floor, brushing his teeth, setting the table, etc.

3. Imitates models without rewards.
   (3) Child attempts to model behaviors without being rewarded for his imitation.

4. Spontaneous imitation of models.
   (4) Child (without prompt) spontaneously imitates body movements of parents or teachers.
   Example: Child sees brother laying on floor watching television. He assumes some position on floor.
   Teacher laughs and throws her arms in the air. Child copies sounds and movements.

5. Spontaneous imitation of tasks.
   (5) Child spontaneously imitates chores other people, in classroom or at home, are engaged in without being rewarded.
   Example: Teacher is cleaning work table with paper towels. Child models her behavior without a prompt or tries to get teacher to let him do it.

6. Imitation of all types of motor models.
   (6) In different settings, with different persons, child will imitate gross motor, fine motor, object placement and mouth positions of other people.
   Example: Child is in grocery store with mother, she puts jar in basket. Child imitates behavior.
   Visitor enters the room, and says hello and puts hand out for handshake. Child imitates mouth movement and arm movement.

Level C - Control of Gross Body Movements in Group Interaction.

Goal - To improve large muscle control with use of cues.

1. Discrimination of differing body movements in relation to selected signals
   (1) The child will demonstrate discrimination of body movements by starting, stopping or slowing movement when sound signals, visual signals, or commands are given.
   Example: Child hears teacher say "stop" and halts when skipping.
   Teacher holds up sign with arrow pointing to the right, child moves to the right.
   Teacher tells the child to run to the left, child follows command appropriately.

2. Visual motor positioning.
   (2) Upon seeing outlines and pictures of body positions, child will match his position in space to picture,
   Example: Child is able to move through obstacle course successfully.
   Child is shown a body outline with arms out and feet together. He copies the position both upright and laying down.
   Child is shown a picture of a child beginning to crawl, child assumes appropriate position on the floor.

3. Auditory Motor Response.
   (3) Child is able to hear a specific sound rhythm and match his exercise movements to the rhythm.
   Example: Teacher establishes a slow beat on the drum, child is able to crawl to rhythm.
   Teacher uses rhythm sticks to establish a beat, child is able to do jumping jacks to rhythm.

4. Gross Motor Exercises.
   (4) Child is able to control body movements in exercises in various positions in space with continuous visual or auditory prompts (auditory or visual cues to begin)
   Positions - prone, crawl, squat, standing and tumbling.
   Example: Child is able to do exercise angels in the snow with all variations of limb movement.
   Child is able to successfully complete balance beam exercises.

5. Motor sequence memory.
   (5) Child will demonstrate memory of a sequence of body movements and identification of each by performance of the sequence. (auditory and visual)

5. CONTINUED
(5)
Example: Playing a simple "Mother, May I," child executes the following sequence, take four baby steps forward, jump left and take one giant step.
The teacher shows the child a picture of a boy with one foot up, left arm out and removes picture. Child imitates picture correctly.

6. Complex motor sequence memory.
(6) Child is able to remember a complex series of body movements, such as those in a song and verse game or in a physical education game.
Example: Child's performance in musical game of Hokey Pokey is appropriate through sequence.
Child is able to participate appropriately in jumping rope and simple relay races with different movements. (run down, skip back)

Level C - Control of Fine Motor Movements in Group Interaction.

Goal - To improve fine motor skills in daily living and pre-academic activities.

1. Personal Grooming Task Sequence.
*(1) Child will perform sequence of fine motor movements involved in personal gromming tasks, (without prompt.)

Personal Grooming Tasks
a. Wash and Dry Hands.
b. Zip and Unzip Clothing.
c. Button and Unbutton Clothing.
d. Brush Teeth.
e. Comb Hair.

2. Manipulation sequence of wrist-hand-finger movements.
(2) Child will perform adequately tasks involving a sequence of wrist-hand-finger movements at playtine and at worktime.
Example: Child participates appropriately in music activities such as "Ten Little Indians" and "Pease Porridge Hot."
Child plays floor games approptiately such as jacks, marbles, pick-up sticks.
Child plants seeds in garden, waters them and pulls weeds.

3. Art and Craft Manipulation Sequence.
(3) Child successfully participates in art-time activities requiring various fine motor sequences.
Example: In art activities child spreads paste appropriately on paper and attaches it to another sheet of paper.

* See Self-Help Curriculum.

3. CONTINUED

(3)

Example: In art activities, child can crumple, roll, curl, tear, fold or fringe paper to create a paper sculpture.

In art activities, child uses scissors appropriately and can arrange items on glue-covered paper to create collage.

4. Food-oriented Manipulation Sequence.

(4) Child successfully performs many sequences involved in mealtime activities, such as preparing, serving, eating and cleaning work area.

Example: Child grasps food in non-dominant hand to wash, crack, peel, or shell food in preparation for cooking.

Child sets the table, placing dishes, silverware and napkins in correct places.

5. Chalkboard Sequence with rhythm.

(5) Child traces a model figure on the chalkboard, counting in rhythm to each stroke using correct posture and group. (Verbal Children)

Child traces a model figure on the chalkboard coordinating each stroke with the teacher counting in rhythm. (Non Verbal)

Example: Child traces a triangle, counting one number for each stroke.

Child traces numerals, counting one number for each stroke.

6. Template Motor Sequence with Rhythm (Stylus)

(6) At a desk, using correct posture and grip, child traces template figures using a stylus, counting in rhythm to each stroke. (Verbal Child)

At a desk, the child traces a template figure No 5 with a stylus, coordinating each stroke with teacher counting in rhythm. (Non-verbal Child)

Example: Child traces a circle template, clockwise and counter clockwise, each circle being a count of one.

7. Tracing Motor Sequence with Rhythm (Pencil)

(7) At a desk, using correct handwriting posture and grip, child traces a figure on a worksheet, counting in rhythm to each stroke. (Verbal Child)

At a desk, the child traces a figure on a worksheet, coordinating each stroke with the teacher's rhythmic counting.

Example: Using a worksheet with dotted lines outlining figures of a square, a triangle and a circle, with a pencil, child rhythmically draws the figures.

8. Writing Motor Sequence (Model on Paper)

(8) Child will demonstrate recall of correct sequence of motor patterns required for writing letters and numerals, with a model on the written page.

8. CONTINUED

(8)

Example: Child is given a writing paper with correct letter formation, slant, size, spacing, and alignment on the paper. He is able to copy letters correctly to the right of sample on same paper.

Child is given paper with proper model, child is able to copy letters, pattern or symbols below the sample on the same page.

9. Copying Motor Sequence. (Proximal)

(9) Child will demonstrate correct sequence of motor patterns required for copying models from a nearby worksheet. The copy should match model in shape, size, spacing slant and alignment on page.

10. Copying Motor Sequence. (Distal)

(10) Child will demonstrate correct sequence of motor patterns required for copying figures from chalkboard model. Copy should match in shape, alignment, spacing and slant.

Gross Motor Activity Checklist

Body awareness and position in space. (Body Parts)	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	Child's Name Observer COMMENTS
1. Child can stretch arm over head.					
2. Child can shake head.					
3. Child can pat head.					
4. Child can raise arms over head.					
5. Child can swing arms.					
6. Child can stamp foot.					
7. Child can swing leg.					
8. Child can bend and stretch one arm or leg - sitting down.					
9. Child can bend and stretch both arms and legs on one side of body at a time - laying down - Angels in the snow.					
10. Child can roll with arms over head.					
11. Child can roll with arms at sides.					

Gross Motor Activity Checklist- CONTINUE Page 2	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	Child's Name Observer COMMENTS
12. Child can crawl forward.					
13. Child can crawl backward.					
14. Child can crawl putting right arm and left leg forward, and then left arm and right leg forward.					
15. Child can stand up.					
16. Child can bend over.					
17. Child can bend over and return to standing position.					
18. Child can touch body parts-foot, leg, arm, hand, standing up.					
19. Child can balance when walking forward.					
20. Child can balance when climbing.					
21. Child can walk backwards.					
22. Child can freeze in different positions while standing.					
23. Child can walk heel to toe.					

Gross Motor Activity Checklist

CONTINUED Page 3

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
24. Child can walk with each foot crossing the body.					
25. Child can walk over objects.					
26. Child can jump in place with both feet leaving the floor at once.					
27. Child can hop on both feet.					
28. Child can balance on one foot for about five seconds.					
*29. Child can broad jump at least 8 inches with both feet at once.					
30. Child can kick a ball forward.					
31. Child can throw a ball overhand.					
32. Child can hop on one foot.					
33. Child can jump over objects.					
34. Child can side-step.					
35. Child can walk a line heel-toe-arms out if necessary.					

* Motor Imitation begins at this Point.

Gross Motor Activity Checklist

CONTINUES Page 4

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
36. Child can walk a line with arms at sides.					
37. Child can walk on a raised beam.					
38. Child can walk two beams side by side.					
39. Child can walk a crooked line.					
40. Child can march in place.					
41. Child can march in a line.					
42. Child can run.					
43. Child can run in a straight line.					
44. Child can run in a circle.					
45. Child can throw a ball with one hand.					
46. Child can bounce a ball with two hands.					
47. Child can bounce a ball with one hand.					
48. Child can throw a bean bag.					

Gross Motor Activity Checklist CONTINUED Page 5	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
49. Child can catch a ball bounced to him from three feet away.					
50. Child can catch a bean bag.					
51. Child can catch a balloon in the air.					
52. Child can follow a simple obstacle course. Go under the table, over the foot-stool, around the table, kick the ball, throw the bean bag and come back.					
53. Child can pedal a tricycle.					

Gross Motor Assessment Checklist Level A - Gross Motor Skills	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	Child's Name Observer COMMENTS
1. Mastery of many gross motor skills.					
2. Engages spontaneously in gross motor activities.					
3. Cooperates with simple spoken request.					
Level B - Motor Imitation of Gross Motor and Small Motor Skills					
1. Imitates action games of adults.					
2. Imitates complex movements.					
3. Imitates models without rewards.					
4. Spontaneous imitation of models.					
5. Spontaneous imitation of tasks.					
6. Imitation of all types of motor models.					

Gross Motor Assessment Checklist Page 2 Level C - Control of Gross Body Movements in Group Interaction	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
1. Discrimination of differing body movements in relation to selected signals.					
2. Visual motor positioning.					
3. Auditory Motor Response.					
4. Gross Motor exercises.					
5. Motor sequence memory.					
6. Complex motor sequence memory.					

Fine Motor Activity Checklist

Page 1

Child's Name ____________________

Observer ____________________

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
1. Child grabs at object.					
2. Child grasps rubber block or toy.					
3. Child removes block from cup on verbal command "out."					
4. Child places block in cup (physical prompt.) Child places block in cup without prompt.					
5. Child puts cylinder in cup.					
6. Child puts 3 blocks into cup and empties cup.					
7. Child finds block hidden under cup.					
8. Child pushes blocks train style.					
9. Child retains two blocks in one hand.					
10. Child places rings on peg (stacking disc, no order.)					

Fine Motor Activity Checklist CONTINUED Page 2	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
11. Child removes round blocks from large puzzle.					
12. Child removes large peg from pegboard.					
13. Child removes and replaces medium peg from pegboard.					
14. Child removes six blocks from cup.					
15. Child stacks three blocks.					
16. Child pounds 1 peg into pounding bench with toy hammer.					
17. Child hits xylophone with hammer.					
18. Child can do three large size puzzles (3-5 pieces.)					
**19. Child places circle and square in form board.					
20. Child imitates peek-a-boo.					
21. Child imitates pat-a-cake.					
22. Child scribbles on paper.					

** Motor Imitation begins at this point.

Fine Motor Activity Checklist CONTINUED Page 3	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
23. Child places five pegs in pegboard.					
24. Child completes three piece formboard (circle, square and triangle,)					
25. Child build's tower with 5-6 blocks.					
26. Chalkboard activities: Child picks up chalk and traces large circle in the air. (Child should cross midline of his body with each activity (large.)					
27. Child draws large circle on board.					
28. Child draws horizontal line on board.					
29. Child draws large square on board (using large template.)					
30. Child draws large circle (using template.)					
31. Child draws large triangle (using template.)					
32. Child using small template draws circle.					

Fine Motor Activity Checklist CONTINUED Page 4	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
33. Child using small templates, draws square and triangle.					
34. Child, using stylus, completes all small template tracing.					
35. Child using crayon draws horizontal line in imitation.					
36. Crayon and paper activities. Child using large circle template, draws circle on paper.					
37. Child using large template, draws triangle on paper.					
38. Child using small circle and triangle template, draws figures on paper.					
39. Child imitates V stroke on paper.					
40. Child stacks five rings on peg in order and screws on top.					
41. Child strings four large beads.					

Fine Motor Activity Checklist CONTINUED Page 5	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
42. Child builds tower of ten blocks.					
43. Child builds bridge of three blocks in imitation.					
44. Child builds with blocks in detail (imitation) train with smokestack.					
45. Child completes six piece puzzle.					
46. Child draws square in imitation.					
47. Child with template assistance, cuts out large circle.					
48. Child with template assistance, cuts out large square.					
49. Child with template assistance, cuts out small circle and square.					
50. Child cuts along vertical and horizontal colored lines.					
51. Child cuts out large colored square.					

Fine Motor Activity Checklist CONTINUED Page 6	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
52. Child cuts out large colored circle.					
53. Child begins work with Frostig Materials.					

Fine Motor Assessment Checklist

Child's Name

Observer

Level A - Fine Motor Skills	1st Nine	2nd Nine	3rd Nine	4th Nine	COMMENTS
1. Eye contact to object, parts of body.					
2. Moves object from one hand to another.					
3. Use of pincer grasp.					
4. Mastery of Small Motor Skills.					
5. Engages spontaneoulsy in Fine Motor activities.					
Level B - Motor Imitation of Gross Motor and Small Motor Skills.					
1. Imitates action games of adults.					
2. Imitates complex movements.					
3. Imitates models without rewards.					
4. Spontaneous imitation of models.					
5. Spontaneous imitation of tasks.					

Fine Motor Assessment Checklist Level B - CONTINUED Page 2	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
6. Imitation of all types of motor models.					
Level C - Control of Fine Motor Movements in Group Interaction.					
1. Personal Grooming Task Sequence.					
2. Manipulation sequence of wrist-hand-finger movements.					
3. Art and Craft Manipulation Sequence.					
4. Food- oriented Manipulation Sequence.					
5. Chalkboard Sequence with Rhythm.					
6. Template Motor Sequence with Rhythm (Stylus.)					
7. Tracing Motor sequence with Rhythm (pencil.)					
8. Writing motor sequence (Model on paper.)					
9. Copying Motor Sequence (Proximal.)					
10. Copying Motor Sequence (Distal.)					

Imitation Assessment Checklist	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	Child's Name Observer COMMENTS
Level A- Motor Imitation					
1. Repeats simple large motor models.					
2. Repeats simple small motor models.					
3. Imitation of object placement.					
4. Imitation of mouth position and movements.					
5. Responds to complex verbal and environmental stimuli.					
Level B - Motor Imitation of Gross Motor and Small Motor Skills.					
1. Imitates action games of adults.					
2. Imitates complex movements.					
3. Imitates models without rewards.					
4. Spontaneous imitation of models.					
5. Spontaneous imitation of tasks.					

Imitation Assessment Checklist Page 2 Level B - CONTINUED	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
6. Imitation of all types of motor models.					

D. DEVELOPMENTAL SELF-HELP SKILL OBJECTIVES

Level A Readiness for Learning

Goal - To learn skills necessary for teaching setting.

1. Spontaneous eye contact - Person or object.
   (1) Child responds to sensory stimulus by attending to source of stimulus. (Same as Behavior A-1)

2. Eye contact on request.
   (2) Child responds to verbal command by establishing eye contact. (Sames as Behavior A-B)

3. Cooperates with simple spoken requests.
   (3) Child responds motorically to simple verbal command. (Same as Behavior A-5)

4. Sits to work at some task.
   (4) Child maintains good sitting behavior long enough to earn rewards by working at some task. (Same as Behavior A-6)

5. Mastery of Small Motor Skills.
   (5) Child has skill in many activities using the smaller muscle and muscle groups in his wrists, hands fingers and has eye contact to task. (Same as Fine Motor A-4)

Level B - Small Group Skills.

Goal - To successfully participate in small group activities.

1. Active assistance in self-help skills.
   (1) Child actively assists in learning self-help skills, such as indicating need to use bathroom. (Verbal or non-verbal) (Same as Behavior B-2)

*2. Responds to complex verbal and environmental stimuli. (Self-Help Tasks)
   (2) After achieving some motor imitation skills child will achieve minimal participation. (Through imitation and with verbal and physical prompts.) (Same as Behavior B-1)
   Example: Teacher says "Time to eat" to child sitting at table in front of plate. Child does not know what to do first. Teacher hands child fork and child begins to eat meat on plate.

*Please see Self-Help Activity Checklist.

Level B - CONTINUED

3. Independent response to materials. (Self-Help)
   (3) Child spontaneously reacts to self-help materials placed on table.
   Example: Child sees toothbrush on table, puts it to mouth and begins brushing teeth.
   Child sees soap and washcloth on table, picks them up and moves to sink. Begins wetting wash cloth.
   Use all items related to self-help skills.

**4. Spontaneous recall of routine. (Self-Help)
   (4) Child responds to self-help routine he has previously experienced without physical prompt. (Verbal cue or touch may be used.)
   Example: Child sees toothbrush on table, puts toothpaste on brush at sink area, and begins brushing with correct movement.

5. Engages in many self-help activities.
   (5) Child spontaneously engages in many self-help activities throughout the day in appropriate settings following correct procedures.

6. Spontaneous imitation of tasks. (Chores)
   (6) Child spontaneously imitates chores other people in classroom or in home are engaged in without being rewarded. (Same as Motor Imitation B-5)

**See Sequence of Self-Help Skills.

Level C - Individual Self-Help Skills for Large Group interaction.

Goal - To successfully manage individual self-help behavior in large group situations.

1. Self-imitation of self-help skills in different settings.
   (1) In different settings, with different people, child will successfully engage in his repertoire of self- help skills.
   Example: At home, child will successfully accomplish toileting skills without assistance.
   On field trip, child will sit at table in restaurant and eat properly with spoon or fork.

2. Social courtesies related to self-help skills.
   (2) Child will model social courtesies related to self-help skills in all settings.
   Example: Child wipes mouth with napkin upon completion of meal.
   Child takes plate to sink or to cart and puts disposable items in garbage containers.
   After removing coat by unbuttoning, child hangs garment carefully on hook or hanger.

Self-Help Activity Checklist- Page 1	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	Child's Name COMMENTS
Numerals are Target Behaviors (1. Eating.) Letters are sequential skills needed to accomplish target behavior. (a. allows someone else to feed him.)					
1. Eating Objective - Child can sit at table and eat properly with spoon or fork. Complete elimination of inappropriate behaviors - leaving table before meal is completed, throwing food, eating with with fingers, taking food from someone else's plate, screaming or crying, chewing food with mouth open, swallowing solid food without chewing, pounding eating utensils on table, spinning, dropping or throwing plate.					
a. Allows someone else to feed him.					
b. Finger feeds all foods.					
c. Eats with a spoon. (verbal praise)					
(1) Child sucks food off spoon.					

Self-Help Activity Checklist

Page 2 1. Eating c. CONTINUED	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
(2) Child guides spoon into mouth.					
(3) Child partially lifts spoon to his mouth with food on it.					
(4) Child lifts spoon to mouth with food on it.					
(5) Child dips spoon into bowl and lifts it to mouth.					
d. Eats with spoon. (no reinforcement)					
e. Carries own tray.					
f. Obtains food from cart or in cafeteria.					
2. Drinking Objective - Child can drink properly from an appropriate size cup or glass held in one hand. Complete elimination of inappropriate behaviors - pounding cup on table, throwing or dropping container or contents, placing finger or hands in cup, blowing bubbles,					

Self-Help Activity Checklist Page 3 2. Drinking CONTINUED	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	
putting food, napkins, utensils, clothing or objects in cup, spinning cup, spitting or gargling contents.					
a. Drinks from container when held for him (cup or glass)					
b. Drinks from glass by self using two hands.					
(1) Child drinks from glass.					
(2) Child lifts glass the last two inches from his mouth and returns it last inch to table surface.					
(3) Child lifts galss last four inches to mouth and returns it last three inches to table surface.					
(4) Child lifts glass to mouth and returns it to table unassisted.					
3. Toileting Objective - Child will locomote to toilet when elimination is impending					

Self-Help Activity Checklist Page 4	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
3. Toileting CONTINUED					
without being prompted, will remove lower clothing appropriately; will sit appropriately (unless male urinating); will urinate or defecate into toilet bowl; will wipe appropriately upon completion of elimination using appropriate amount of paper, will deposit paper in toilet; will flush toilet, will pull up underpants and pants; will wash hands and dry them.					
a. Sit on toilet up to 5 seconds					
b. Sit on toilet up to one minute.					
c. Sit on toilet 3 to 5 minutes.					
d. Eliminates in toilet when taken.					
e. Takes down pants and eliminates when taken.					
f. Takes down pants, eliminates in toilet					

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
3. Toileting CONTINUED f. CONTINUED puts pants back on.					
g. Walks to and from bathroom unescorted from another part of house or school.					
h. Takes down pants, eliminates in toilet, flushes, and puts pants back on.					
i. Goes to toilet without prompt, removes pants, eliminates in toilet, flushes and puts pants back on.					
j. Goes to toilet without prompt, removes pants, eliminates in toilet, wipes himself, flushes, and puts pants back on.					
4. Brushing teeth Objective - Child will apply appropriate amount of toothpaste to toothbrush, brushes all surfaces appropriately, rinses out mouth, and rinse off toothbrush,					

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
4. Brushing teeth CONTINUED and returns toothbrush to container. Complete elimination of inappropriate behaviors - squeezing excessive amount of toothpaste onto toothbrush, biting tube or damaging tube, smearing toothpaste on sink or mirror, splattering with toothbrush, swallowing toothpaste, gagging himself or throwing toothbrush.					
a. Allows teeth to be brushed.					
b. Brushes teeth but does not put toothpaste on toothbrush.					
(1) Child moves toothbrush in an up and down motion across the front of his teeth (with assistance.)					
(2) Child moves toothbrush in an up and down motion across front of teeth with less assistance.					

Self-Help Activity Checklist Page 7	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
4. b. Brushing teeth CONTINUED (3) Child places toothbrush against front surfaces of teeth and moves it in up and down motion across front of teeth without assistance.					
(4) Child brushes all front surfaces of teeth.					
(5) Child brushes lower biting surfaces of teeth.					
(6) Child brushes upper biting surfaces of teeth.					
(7) Child brushes four back vertical surfaces of teeth.					
c. Brushes teeth after putting toothpaste on toothbrush.					

Self-Help Activity Checklist Page 8	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
4. c. Brushing Teeth CONTINUED (1) Child squeezes toothpaste onto his toothbrush with assistance.					
(2) Child squeezes toothpaste from tube and moves it along surfaces of toothbrush from one end to the other.					
(3) Child picks up toothbrush with non-dominant hand and applies toothpaste to the toothbrush.					
5. Undressing - pants Objective - child can remove pants (with or without buttons, zippers or snaps) without assistance or supervision.					
a. Allows someone else to take off pants					
b. Takes pants off from ankles. (Need loose fitting boxer shorts two sizes too large.)					

Self-Help Activity Checklist Page 9	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
5. b. Undressing - pants CONTINUED (1) Child removes pants from one ankle and foot.					
(2) Child removes pants from both ankles and feet.					
c. Takes off pants from knees.					
(1) Child removes pants from calves of legs.					
(2) Child removes pants from knees.					
d. Takes off pants from mid-thigh.					
e. Takes off pants from groin.					
f. Takes off pants from waist.					
6. Undressing - T-shirt or dress Objective - child will remove shirt, undershirt and dress (without buttons) without assistance.					

Self-Help Activity Checklist

Page 10

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
6. Undressing - T-shirt or dress					
a. Allows someone else to take off shirt.					
b. Takes off shirt from wrist. (Need pull-over shirt or dress)					
c. Takes off shirt from one arm.					
(1) Child removes shirt from left elbow.					
(2) Child removes shirt from left shoulder					
d. Takes shirt off from both arms.					
e. Takes shirt off from head and both arms.					
f. Takes off shirt unassisted.					
(1) Child pulls the shirt up under his arms when hem is at chest level.					
(2) Child pulls up hem of shirt when hem is in normal waist position.					

Self-Help Activity Checklist Page 11	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
6. Undressing - T-shirt or dress f. CONTINUED (3) Child removes shirt that is correct size.					
7. Undressing - Buttonup shirt, or dress and jacket. Objective - child will remove shirt, or dress, or jacket (with buttons and) or zipper) without assistance.					
a. Allows someone else to take off shirt or jacket.					
b. Takes off shirt from one arm.					
(1) Child removes shirt from left wrist.					
(2) Child removes shirt from left elbow.					
(3) Child removes shirt completely from left arm.					
c. Takes off shirt from both arms.					

Self-Help Activity Checklist Page 13	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
7. Undressing - buttonup shirt, or dress and jacket. CONTINUED					
d. Takes off shirt without assistance.					
(1) Child pulls lapels of shirt apart so it falls from shoulder.					
(2) Child removes shirt without assistance.					
(3) Child takes off shirt of correct size.					
e. Unbottons or uzzips shirt or jacket and takes it off. (Unbuttoning involves same behaviors as buttoning, only in reverse. Use buttoning program.) (Unzipping involves reverse of zipping . Use zipping program.)					

	1st Nine Weeks	2nd Nine Weeks	3rd NIne Weeks	4th Nine Weeks	COMMENTS
8. Undressing - socks Objective - Child will remove socks without assistance.					
a. Allows someone else to take off socks.					
b. Pulls sock off from toe (Use crew top sock two sizes too large.)					
c. Pulls sock off from position up to, but not on heel.					
d. Pulls sock off from juncture of his sole and heel.					
e. Pulls sock off when it is over the heel but just below ankle.					
f. Takes off sock when completely on foot.					
g. Takes off sock of correct size.					
9. Undressing - shoes. Objective - Child will remove shoes, (either lace-type or loafer style /without assistance.					

Self-Help Activity Checklist

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
9. Undressing - shoes CONTINUED					
a. Allows someone else to take off shoes.					
b. Takes off shoes when removed from heel. (Need shoe two sizes larger.)					
c. Takes off shoes unassisted.					
(1) Child takes off shoe after laces are untied and loosened.					
(2) Child loosens shoe laces after they are untied and removes shoe.					
(3) Child unties shoe laces and removes shoe.					
(4) Child removes shoes that are his size.					
10. Chaining all undressing skills. Objective - Child responds to command "Get undressed" by removing jacket, shirt, pants, dress, t-shirt, socks and shoes without assistance.					

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
11. Dressing - pants Objective - Child can put on pants or underclothing, (with or without buttons, zippers or snaps.)					
a. Allows someone else to put on pants.					
b. Pull pants up from mid-thigh.					
(1) Child pulls up pants from hips to waist.					
(2) Child pulls up pants from groin to waist.					
(3) Child pulls up pants from mid-thigh to waist.					
c. Pulls up pants from knees to waist.					
d. Pulls up pants from calves to waist.					
e. If one foot is put through pants leg, puts other foot through and pulls pants up.					
f. Puts on pants when handed to him in correct position.					
g. Puts on pants unassisted.					

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
12. Dressing - T-shirt or dress Objective - child can put on T-shirt or dress (without buttons or zipper) without assistance.					
a. Allows someone else to put on shirt.					
b. If head and arms are put through shirt, pulls it down.					
c. If head is put through shirt, puts arms through and pulls it down.					
d. Puts on shiet when handed to him in correct position.					
e. Puts on shirt unassisted.					
13. Dressing - button shirt, dress or jacket. Objective - Child can put on shirt, dress, or jacket (with buttons and/or zipper.)					
a. Allows someone else to put on shirt or jacket.					
b. Can put shirt or jacket on one arm and pull lapels together, if trainer puts it on other arm.					

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
13. b. CONTINUED (1) Child puts lapels of shirt together after shirt is on.					
(2) Child puts left arm into distal half of left sleeve of shirt, pulls sleeves onto left arm and pulls lapels together.					
(3) Child puts left arm into left sleeve of shirt.					
(4) Child grasps shirt collar with right hand (to make it easier for left hand to lacate the opening to the left sleeve.					
c. Can put shirt or jacket on both arms and pull lapels together.					
(1) Child puts on right sleeve of shirt from right elbow.					
(2) Child puts right sleeve of shirt from right wrist.					

Self-Help Activity Checklist Page 18	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
13.c. CONTINUED (3) Child puts on shirt that is correct size.					
d. Can put on shirt or jacket when properly positioned (alternate method of teaching.)					
(1) Child pulls lapels of shirt together after shirt is on.					
(2) Child puts arms all the way into sleeves of his shirt, as he brings his arms down behind his back.					
(3) Child brings shirt up over his head with arms in both sleeves, and puts arms all the way into sleeves as he beings arms down behind his back.					
(4) Child places hands into both sleeves of shirt as it rests on table, lifts his arms upward and brings shirt up over his head.					
(5) Child puts on shirt that is correct size.					

Self-Help Activity Checklist Page 19	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
13. CONTINUED e. Child can put on shirt or jacket when given to him in any position.					
f. Can zip or button shirt or jacket after he puts it on.					
(1) Child has developed pulling response. (Use M&M's inside buttonhole - child pulls it through hole and consumes it.)					
(2) Child pulls button a small portion of way through buttonhole.					
(3) Child pulls button one fourth of way through hole.					
(4) Child pulls button half way through hole.					
(5) Child pulls button three fourths way through hole.					
(6) Child inserts button into buttonhole and pulls it through. (prompting)					

Self-Help Activity Checklist **Page 20**	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
13. f. CONTINUED (7) Child inserts button into buttonhole and pulls it through.					
(8) Child buttons all buttons on shirt in one continuous sequence.					
(9) Child buttons shirts with smaller buttons sewn on more tightly.					
14. Dressing- socks Objective - child can put on socks properly without assistanc.					
a. Allows someone else to put on sock.					
b. Can pull up socks after they have been pulled over heel, to base of ankle.					
c. Can pull on sock from instep of foot.					
d. Can pull on sock from toes of foot.					
e. Can guide toes into sock and pull it on.					
f. Can put on socks of correct size if handed in correct posiion.					

Self-Help Activity Checklist Page 21	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
14. CONTINUED g. Can put on socks unassisted.					
15. Dressing - shoes Objective - child can put on shoes with laces or buckles without assistance.					
a. Allows someone else to put on shoes.					
b. Can put heel in shoe if toes have been placed in shoe by teacher. (Shoes two sizes too large.)					
(1) Child holds heel of shoe back with two thumbs.					
(2) Child presses heel into shoe resting on floor.					
c. Can put toes and heel in shoe.					
d. Can put shoe on that is proper size.					
e. Can tie shoelaces.					
(1) Child tightens loops after they have been made into a bow.					

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
15. e. CONTINUED (2) Child pulls one crosses loop underneath the the other to form a bow and tightens it.					
(3) Child crosses the loops and pulls one underneath the other to form a bow.					
(4) Child crosses both loops and pulls one underneath the other to form bow.					
(5) Child is taught to make loops.					
(6) Child finishes making knot that precedes the bow.					
(7) Child ties the knot that procedes the bow, makes the loops and ties them into bow.					
(8) Child performs entire procedure unassisted.					

Self-Help Assessment Checklist Level A - Readiness for Learning	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	Child's Name ________ Observer ________ COMMENTS
1. Spontaneous eye contact - Person or object					
2. Eye contact on request.					
3. Cooperates with simple spoken requests.					
4. Sits to work at some task.					
5. Mastery of Small Motor Skills.					
Level B* - Small Group Skills					
1. Active assistance in self-help skills.					
*2. Responds to complex verbal and environmental stimuli.					
3. Independent response to materials. (Self-Help)					
**4. Spontaneous recall of routine. (Self-Help)					

* Please see Self-Help Activity Checklist

** See Sequence of Self-Help skills in Self-Help Activity Checklist

Self-Help Assessment Checklist

Page 2

Level B -CONTINUED	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
5. Engages in many self-help activities.					
6. Spontaneous imitation of tasks. (Chores)					
Level C - Individual Self-Help skills for Large Group Interaction.					
1. Self-imitation of self-help skills in different settings.					
2. Social courtesies related to self-help skills.					

E. DEVELOPMENTAL VISUAL PERCEPTION OBJECTIVES

Before beginning Visual Perceoption training, child must have successfully met objectives 1-6, Level A of Behavioral Objectives.

In addition to ensure adequate imitation skills, child should have met objectives 1-3, Level A, of Motor Imitation objectives.

Level A - for this sequence includes the readiness skills listed above.

Level B - Small Group Skills.

Goal - To increase child's visual perception of his environment through small group activities.

1. Discrimination of objects in their setting. (function)
   (1) Child will demonstrate, by manipulating either real or replica models, the function of various objects. (How and Why they are used)
   Example: Given a replica of a gas station, child will demonstrate through play activities the function of vehicles and gasoline pumps.
   Given a mock setting of a home, child will demonstrate function of beds, chairs, cabinets, and windows.

2. Discrimination of objects in setting. (appropriateness)
   (2) Child will demonstrate by manipulating either real or replica models, the appropriateness of objects in various settings. (When and Where they are used.)
   Example: Child with a replica model of a farm community will place animals in barn or in fenced-in areas, and vehicles in proper setting.
   Child when taken on a walk in neighborhood will walk when light is green, will stop to look for traffic and walk in crosswalk.

3. Sorting objects according to size and shape.
   (3) Child will sort objects of various sizes according to similarity in length, width, height or diameter.
   Example: Child will sort objects of various shapes of any size or color according to similarity of shape alone.
   Example: Given sets of empty food cartons, child will sort them into sets of containers of equal width.
   Given a sets of geometric solids, child will sort into sets of same shape.

4. Sorting objects according to Color.
   (4) Child will sort colored objects of various sizes and shapes into sets of same color.
   Example: Child is given an assortment of replica objects (firetruck, chicken, school bus, taxi, stop sign). He sorts all objects of one color into one set and continues to form other sets of colors.

4. CONTINUED

Example: Child is given geometric shapes of various colors, sizes and shapes. He sorts them according to color attribute alone.

5. Sorting objects according to pattern.

(5) Child will sort patterned objects of various sizes and shapes according to likeness in pattern.

Example: Child is given a set of fabric swatches. He sorts them into patterns (polka-dots, plaid, checkered, or print).

6. Visual matching of pairs (objects.)

(6) Given sets of objects of mixed identical pairs, child will sort the objects into correct pairs.

Example: Child is given a set of toy vehicles. Child will sort them into cars, trucks, buses, bicycles, and taxis.

Child is given a set of large block letters mixed together in a pile on table. Child will sort them into identical pairs, 2 A's, 2 C's, etc.

7. Visual matching of parts to wholes (objects.)

(7) Given a set of objects which have a concrete relationship to each other in pairs, child will put parts together to form complete object.

Example: Child is given a set of disassembled household items (screws and nuts, jars and lids, nuts and bolts). Child chooses appropriate pairs and puts them together.

8. Visual matching of parts to whole (abstract.)

(8) Given a set of abstract objects, such as geometric shapes, or puzzles, child will match parts to form complete abstract object.

Example: Child is given various geometric shapes cut in half. He chooses the appropriate parts and unites them to form complete object.

Child is given a picture puzzle. (Begin with four to five piece puzzles.) He correctly places the parts together to complete the puzzle.

9. Visual matching of object and picture.

(9) Given a set of objects with accompanying pictures of objects, child places object on top of correct picture.

Example: Child is given set of food objects and containers in which foods are packaged. He correctly matches the concrete to the abstract.

10. Matching object to outline.

(10) Given a set of objects and sheet of paper with outlines of objects, child places object on correct outline.

10. CONTINUED

Example: Given a set of geometric solids, and a sheet with outlines of solids in red ink, child places objects on correct outlines.

11. Visual matching and visual memory (physical response)

(11) Having received a set of instructions concerning physical responses to certain pictures, child upon seeing picture in story book, responds with appropriate gesture, or expression.

Example: Child is told upon seeing a picture of a sleeping baby, he should put finger to mouth; upon seeing monkey, he is to raise arm; upon seeing the letter I, he is to point to himself. Teacher reads story outloud, showing pictures. Child responds with correct gesture each time designated pictures are presented.

12. Visual memory of object function.

(12) Child is given sets of objects from differing mixed categories of usage, child sorts them according to function.

Example: Child is given objects in vehicle, silverware, food, and tool categories. He sorts fork and spoons together, foods together, etc.

13. Visual memory (Tactile)

(13) Given sets of objects from varying material categories, child groups object of same material together in sets.

Example: Child is given mixed sets of objects made of rubber, metal, wood, plastic, and glass. He appropriately places all objects made of same material into appropriate set.

14. Visual sequencing of objects.

(14) Given a set of objects in a sequence, which he has studied visually, child will identify the object which has been moved while he looked away.

Example: Teacher places set of block discs on table one-half inch away from each other in left to right progression. Child studies them and looks away. Teacher moves first disc one inch away from second. Child identifies change in pattern correctly.

Teacher places different colored discs in sequence with distance ratio of one-quarter inch. She moves last one away, child identifies change.

Level C - Visual Skills for Large Group Interaction.

Goal - To improve visual motor skills in large group situations.

1. Sorting objects according to graduations in size.

(1) Child will sort objects in left-to-right or top to bottom progression according to increase or decrease in size.

Example: Given a set of coins child will sort them in progression from smallest to largest. (Dime, penny, nickel, quarter, half-dollar.)

2. Sorting objects according to shade variations.
   (2) Given a set of objects of different shades of the same color, child will sequence them in a left-to-right progression.
   Example: Child is given set of squares made of six to twelve varying shades of red. Child puts lightest shade on left and completes progression to darkest shade. (Sets should be of varying materials, fabrics, paper, wood, linoleum. Objects can be any size or shape.)

3. Identifying marked size variations.
   (3) Given a set of the same objects with marked differences in property of size, child will identify objects at opposite end of continuum. (Longest, shortest; widest, narrowest; tallest, shortest; largest, smallest)
   Example: Child is given a set of from six to twelve pieces of triangular paper set. Child chooses smallest and largest triangles in the set correctly.

4. Identifying marked shade variations.
   (4) Given a set of the same objects with marked contrast in color, child will identify objects at opposite ends of shade continuum. (lightest and darkest.)
   Example: Given a set of varying sizes and shapes, child will identify lightest and darkest fabric.

5. Visual memory of settings (abstract.)
   (5) Given pictures of objects child has manipulated in replica settings and pictures of settings, child will match picture of object to picture of habitat or location.
   Example: Given sets of farm and zoo animals, and picture of farm and zoo, child will place each animal in appropriate habitat.
   Given a set of household objects and pictures of various household locations, child will place household objects on appropriate picture of location. (sink in kitchen, night table in bedroom.)

6. Visual sequencing memory (object or symbol removed).
   (6) Given a set of objects in a sequence, which he has studied visually, child will identify the object which has been moved while he glanced away. (objects should be used first, then abstract symbols)
   Example: Given a set of alternating yellow and green discs, child studies pattern. While child glances away, teacher removes one green disc. Child identifies correctly the missing object. (Begin with only three objects, to ensure success.)
   Given a set of symbols (letters or numerals, child will follow sequence as above).

7. Visual sequencing memory (object or symbol added)

(7) Given a set of objects in a sequence, which he has studied visually, child will identify the object which has been added while he glanced away.
(Same as above, except addition of object instead of deletion)

8. Visual memory (symbol)

(8) Given a set of symbols he is familiar with, child will identify symbol in set or sequence which does not relate to others in the sequence. (First use set, then go to sequence.)

Example: Child is given set of letter B in left to right progression. One letter is added to middle of progression. Child identifies inappropriate letter.

Geometric shapes of circles (large and small) are arranged large-small, large-small, large-small. Child looks back at sequence and correctly identifies inappropriate symbol.

Number symbols three and eight are arranged in pattern of three-three-three, eight-eight-eight, three-three. Child turns head while teacher adds letter b. Child looks back at sequence and correctly identifies inappropriate symbol.

9. Visual motor memory (Proximal)

(9) Given a pattern of symbols on a sheet of paper at his desk, after studying them and having them removed, child correctly draws reproduction of sequence. Use objects and pattern in the beginning with auditory prompt while student is studying them.)

Example: Child is shown pattern of red squares drawn on sheet of paper at his desk. Teacher verbally identifies them, and removes pattern sheet. Child adequately reproduces pattern. (Fine motor skills are not required, but drawing must closely resemble objects).

Child is given sheet of paper with letter m drawn in sets of two in a pattern. After removal of set, child correctly reproduces pattern.
(Last stage requiring good fine motor coordination.)

10. Visual motor memory (Distal)

(10) Given a pattern of symbols on a magnetic board placed on the bottom of the chalkboard, child after studying the sequence and having it removed, draws correct reproduction of sequence.

Example: Teacher places set of magnetic letters and magnetic chalkboard at a distance of three feet from the student, Student studies pattern with teacher giving auditory prompts. Teacher removes chalkboard and child accurately reproduces pattern. (Do not use more than ten objects and increase distance from desk with same number progression.)

11. Visual memory (abstract with motor involvement.)

(11) Given a set of action sequence cards, child will correctly place cards in a sequence that tells a story. (Sets range from three cards to twelve cards.)

Example: Child is given two action cards, one of child brushing hair, one of child looking in mirror with hair all in place. Teacher relates story, and hands cards to child. Child places them in correct sequence.

Child is given set of action cards with morning routine (from getting out of bed, to getting on school bus). Child places all cards in correct sequence in left to right progression.

Visual Perception Assessment Checklist

Page 1

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS

Before Beginning Visual Perception training, child must have successfully met objectives 1-6, Level A of Behavioral Objectives.

In addition to ensure adequate imitation skills, child should have met objectives 1-3, Level A, of Motor Imitation Objectives.

Level A for this sequence includes the readiness skills listed above.

Level B - Small Group Skills.	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
1. Discrimination of objects in their setting (function.)					
2. Discrimination of objects in setting (appropriateness.)					
3. Sorting objects according to size and shape.					
4. Sorting objects according to color.					
5. Sorting objects according to pattern.					
6. Visual matching of pairs (objects.)					
7. Visual matching of parts to wholes (objects.)					
8. Visual matching of parts to wholes (abstract.)					
9. Visual matching of object and picture.					

Visual Perception Assessment Checklist Page 2	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
10.Matching object to outline.					
11. Visual matching and visual memory (physical response.)					
12. Visual memory of object function.					
13. Visual memory (tactile.)					
14. Visual sequencing of objects.					
Level C - Visual Skills for Large Group Interaction.					
1. Sorting objects according to graduations in size.					
2. Sorting objects according to shade variations.					
3. Identifying marked size variations.					
4. Identifying marked shade variations					
5. Visual memory of settings (abstract.)					
6. Visual sequencing memory (object or symbol removed.)					

Visual Perception Assessment Checklist Page 3	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
7. Visual sequencing memory (object or symbol added).					
8. Visual memory (symbol).					
9. Visual motor memory (Proximal					
10. Visual motor memory (Distal).					
11. Visual memory (abstract with motor involvement).					

F. DEVELOPMENTAL RECEPTIVE LANGUAGE OBJECTIVES

Level A - Readiness for Learning

Goal - To learn skills necessary for teaching setting.

1. Spontaneous attention to source of sound. Person or object.
   (1) Child responds to auditory sensory stimulus by attending to source of stimulus.
   Example: When teacher makes continuous sound (blowing whistle), child turns head to source of sound.
   When teacher bangs ruler, child turns head to source of sound.

2. Locates source of sound stimulus (proximal).
   (2) Child locates source of auditory stimulus when source is immediately near him. (Focus on one stimulus)
   Example: When teacher bangs blocks behind child, he turns around and looks at teacher or blocks.

3. Spontaneous eye contact to source of sound. (proximal)
   (3) Child locates and establishes eye contact to source of auditory stimulus when presented proximally.
   Example: When teacher rings bell under the table the child locates source and establishes eye contact to source.

4. Sustained attention to source of auditory stimulue.
   (4) Child sustains attention to source of auditory stimulus for five seconds or longer. (after initial stimulus - response.)
   Example: When teacher makes sound using color-keyed xylophone, child maintains eye contact to xylophone.

5. Spontaneous eye contact to person presenting stimulus (either vocal or manual sound).
   (5) Child responds to person presenting stimulus (either vocalization or manual sound) by attending to that person.
   Example; When teacher makes sound, child looks toward teacher.

6. Sustained eye contact to person presenting stimulus (vocal).
   (6) Child responds to person presenting vocal stimulus by locating source and attending to source for five seconds or longer.
   Example: Teacher makes sound, child continues to attend to teacher after initial response.

7. Cooperates with simple requests.
   (7) Child responds motorically to single verbal command. (Same as behavioral A-5)

   It is understood that child has been shaped to respond to following commands: Sit down, Stand Up, Look at me, Come here, Stop, Hand me, Give me, Show me, Put on, Take off.

Level B - Small Group Skills

Goal - To successfully participate in small group activities.

1. Auditory discrimination using visual matching.
   (1) Presented with a sound from a set of objects in front of him that match the teacher, child will pick up some object and make sound.
   Example: Child and teacher have matching set of objects (rhythm sticks, shaker, bell and blocks). Teacher hits rhythm sticks together. Child picks up his rhythm sticks and hits them together.

2. Auditory discrimination with concealed sound source.
   (2) Given matching set of objects, with teacher's objects concealed, child will identify source of sound by picking up object and making sound.
   Example: Child and teacher have matching set of objects (same as above). Teacher places board between her objects and child's set. Teacher hits blocks together. Child picks up his blocks and hits them together.

3. Auditory memory with concealed sound source.
   (3) Upon hearing a sound stimulus presented behind a visual screen, after the screen is removed, child will correctly select object that produced sound.
   Example: Teacher has bell and shaker box behind board. She rings bell, removes board, child selects bell as source of sound.

4. Auditory sequencing with visual stimuli.
   (4) Upon hearing an auditory sequence of manual sounds, child will reproduce pattern.
   Example: Teacher raps ruler in sequence, tap, tap,tap. Child repeats pattern correctly.
   Teacher raps object in sequence, tap, tap,pause, tap, tap, pause. Child repeats pattern correctly.

5. Auditory sequencing without visual stimuli.
   (5) Upon hearing a sequence of manual sounds, with sound source behind screen, child will reproduce pattern.
   Example: Same as above, but using screen.

***6. Auditory discrimination of tonal quality (without visual clue).
   (6) Child will demonstrate distinctions in volume, and pitch, through reproduction of specific quality.
   Example: Teacher hits sticks with varying degrees of force. Child reproduces intensity of sound using his own sticks.
   Teacher hits xylophone at different intervals. Child reproduces pitch of sound using his own xylopnone on other side of screen.

***Begin Expressive Language Level B here.

7. Auditory discrimination of vocal sounds (using visual representation).

(7) Upon hearing vocal stimuli, child will select correct visual representation of sound. (To teach this skill pair sound and visual representation).

Example: Teacher makes m sound, child chooses correct picture representing mouth position of sound.

Teacher makes t sound, child chooses card with "letter"t."

8. Auditory discrimination of nouns using the actual object.

(8) Upon hearing the name of the object, the child will respond by pointing to the object.

Example: Teacher says "ball," child points to ball.

Teacher says "plate," child gives teacher plate.

Nouns to include: names, body parts, clothing, food, animals, household items, transportation, toys, school, shapes.

9. Visual discrimination matching object to picture.

(9) Upon seeing the object and hearing its name the child will point to the picture of the object.

Example: Teacher holds up a block and says "block," child points to picture of block.

Teacher holds up cup and says "cup." Child points to picture of cup.

10. Auditory discrimination of nouns using pictures.

(10) Upon hearing the name of an object the child will respond by pointing to a picture of the object.

Example: Teacher says "box," child points to correct picture.

Teacher says "fork," child gives teacher correct picture.

11. Auditory discrimination of action verbs using demonstration.

(11) Upon watching the teacher demonstrate the verb and hearing it names, child will imitate action.

Example: Teacher says "kick," and simultaneously demonstrates action, child imitates teacher.

12. Auditory discrimination of verbs without demonstration.

(12) Upon hearing the teacher name a verb,the child will demonstrate it.

Example: Teacher says "kick," child kicks.

Examples of verbs: Open the door(or close the door). Go to the... Throw the... Put the _____ in the _____. Put the _____ on the _______. Take the _____ out of the______. Bring me the... Take of your... Give the_____to _____. Show me your_____. Put down the _____. Look at____. Lie down. Get the ____off the_____. Go to the ____and bring me the ______. Sit over there. Use your spoon. Hold your ____. Drink your ____. bend over, brush your..., catch, draw, dress, drink , dry, eat, jump, pull, push, roll, run, say, tie(your shoe), turn around, undress, walk, wash your..., write, through.

13. Visual discrimination of verbs using pictures.

(13) Upon hearing the teacher name a verb, the child will point to the correct picture.
Example: Teacher says "kick," child points to picture of some one kicking.

14. Visual discrimination of verb phrase, consisting of verb plus object, using pictures.

(14) Upon hearing the teacher, use a verb/object phrase, the child will point to the correct picture.
Example: Teacher says "kick ball," child points to picture of someone kicking a ball.
Teacher says "eat supper," child points to someone eating supper.

15. Auditory discrimination of adjectives.

(15) Upon receiving auditory stimulus of adjectives, child responds by pointing to adjective.
Example: Teacher says "red," child points to red.

Adjectives to include: color, size, number, condition, feelings, shape, texture.

16. Auditory discrimination of prepositions.

(16) Upon receiving auditory stimulus of prepositions, child responds by placing,or pointing to the appropriate preposition.
Example: Teacher says "on," child places an object on his body.
Teacher says "Show me in," child points to picture of object in something.

Prepositions to include: in, on, under, beside(next to), in front of, in back of, over, between.

17. Auditory discrimination of a noun phrase, consisting of adjective plus noun.

(17) Upon hearing a noun phrase, the child will point to, or hand the teacher the appropriate picture.
Example: Teacher says "two fish," child points to correct picture.
Teacher says "large ball," child hands teacher correct picture.

18. Auditory discrimination of a noun phrase consisting of preposition plus noun.

(18) Upon hearing a noun phrase, the child will point to the appropriate picture, or place and object in the appropriate place.
Example: Teacher says "on the box," child points to appropriate picture.
Teacher says "under the cup," child places an object under the cup.

19. Auditory discrimination of pronouns.

(19) Upon hearing the pronoun the child will point to appropriate picture.

19. CONTINUED

Example: Teacher says "he," child points to appropriate picture (boy).

Teacher says "I," or "my," and child points to picture of himself.

Teacher says "you," child points to picture of parents or teacher.

Pronouns to include: He, she, it, I/me, my/mine, you.

20. Auditory discrimination of noun phrase plus verb phrase.

(20) Upon hearing a noun phrase plus verb phrase, the child points to correct picture.

Example: Teacher says "boy is eating," child points to picture.

Teacher says "dog is running," child points to picture.

21. Auditory discrimination of plurals.

(21) Upon hearing the plural form of the word, the child will point to the plural picture.

Example: Teacher says "cats," child points to correct picture.

Teacher says "dresses," child points to correct picture.

Teach plurals: S → cats
Z → girls
IZ → dresses

Receptive Language Assessment Checklist Level A - Readiness for Learning	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	Child's Name Observer COMMENTS
1. Spontaneous attention to source of sound. - Person or object.					
2. Locates source of sound stimulus (proximal).					
3. Spontaneous eye contact to source of sound (proximal).					
4. Sustained attention to source of auditory stimulus.					
5. Spontaneous eye contact to Person presenting stimulus (either vocal or manual sound).					
6. Sustained eye contact to person presenting stimulus (vocal).					
7. Cooperates with simple requests.					
Level B - Small Group Skills					
1. Auditory discrimination using visual matching.					
2. Auditory discrimination with concealed sound source.					

Receptive Language Assessment Checklist Page 2	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
Level B - CONTINUED 3. Auditory memory with concealed sound source.					
4. Auditory sequencing with visual stimuli,					
5. Auditory sequencing without visual stimuli.					
***6. Auditory discrimination of tonal quality (without visual clue).					
7. Auditory discrimination of vocal sounds (using visual representation).					
8. Auditory discrimination of nouns using the actual object.					
9. Visual discrimination matching object to picture.					
10. Auditory discrimination of nouns using pictures.					
11. Auditory discrimination of action verbs using demonstration.					
12. Auditory discrimination of verbs without demonstration.					*** Begin Expressive Language Level B here

Receptive Language Assessment Checklist Page 3	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
Level B - CONTINUED 13. Visual discrimination of verbs using pictures					
14. Visual discrimination of verb phrase consisting of verb plus object, using pictures.					
15. Auditory discrimination of adjectives.					
16. Auditory discrimination of prepositions.					
17. Auditory discrimination of a noun phrase consisting of adjective plus noun.					
18. Auditory discrimination of a noun phrase consisting of preposition plus noun.					
19. Auditory discrimination of pronouns.					
20. Auditory discrimination of noun phrase plus verb phrase.					
21. Auditory discrimination of plurals.					

G. DEVELOPMENTAL EXPRESSIVE LANGUAGE OBJECTIVES

Level A - Readiness for Learning-

The Skill Sequence for Expressive Language at this level is Level A, Receptive Language and Level A of Imitation Objectives through A-5, preceded by achievement of Behavioral Objectives A1-5. Upon completion of Imitative A-5 and Receptive Developmental Objective B-5, begin Level B, Expressive Language.

*Level B - Small Group Activities.

Goal - To successfully utilize expressive language in small group activities.

1. Verbal imitation of sounds.
   (1) Upon hearing the teacher produce a sound the child will imitate what the teacher said.
   Example: Teacher says "m," child says "m."

   Teach sounds in developmental order.

2. Verbal imitation of syllables.
   (2) Upon hearing the teacher produce a sound,the child will imitate teacher's production,
   Example: Teacher says "bi," child imitates "bi,"
   Teacher says "it," child says "it."
   Teacher says "kʌp," child says (repeats) "kʌp."

3. Verbal imitation of social speech.
   (3) Upon hearing the teacher greet the student, the child repeats the teacher's greeting.
   Example: When child enters room teacher says "hi," child repeats the greeting.
   Teacher says "bye," when child leaves, child says "bye."

   Also teach: please, thank-you, you're, welcome, excuse me.

4. Verbal imitation of nouns (using pictures).
   (4) Upon hearing the teacher produce a word, (nouns) the child will repeat word. (To teach this skill, pair word with picture representation).
   Example: Teacher holds a picture of ball and says "ball," child repeats ball.

5. Verbal naming of nouns (using pictures).
   (5) Upon seeing a picture, the child will name the picture.
   Example: Teacher holds up picture of dress and says "What is this?" child says "dress."
   Teacher holds up picture of child and says "Who is this?" child says his name.

*Each of these skills has been taught as a receptive skill first. Criteria for skill becoming expressive is three consecutive sessions at 85% accuracy.

6. Verbal imitation of verbs (using pictures).
   (6) Upon hearing the teacher produce a word (verb), the child will repeat the word. (To teach this, pair picture with word).
   Example: Teacher holds up picture of someone kicking, says,"kicking," child says,"kicking."

7. Verbal naming of verbs (using pictures).
   (7) Upon seeing a picture, the child tells what action is taking place.
   Example: Teacher holds up picture of a dog running and says,"What is the dog doing?" Child says,"running."
   Teacher holds up a picture of someone eating, Child says,"eating," (no auditory cue used).

8. Verbal imitation of verb phrase, (consisting of verb plus noun).
   (8) Upon hearing teacher produce a phrase and holding up a picture of action, child will repeat the phrase.
   Example: Teacher holds up picture and says,"hitting ball," child says,"hitting ball."

9. Verbal usage of verb phrase, (consisting of verb plus noun).
   (9) Upon seeing a picture the child tells what action is happening.
   Example: Teacher holds up a picture of someone eating candy and says,"What is he doing?" Child says, "eating candy."

**10. Verbal imitation of"is"plus verbing.
   (10) Upon seeing a picture and hearing the teacher say, "is," plus "verbing," child will repeat what teacher said.
   Example: Teacher holds up picture, says "is running," child says, "is running."

**11. Verbal usage of ,"is working."
   (11) Upon presentation of a picture, child says, "is working."
   Example: Teacher holds up picture, asks "What is the boy doing?" , child says, "is running."

**12. Verbal usage of ,"is verbing,"in verb phrase.
   (12) Upon seeing a picture the child will use the extended verb phrase.
   Example: Teacher holds up picture, asks "What is he doing?", child says, "is drinking milk."

13. Verbal imitation of adjectives.
   (13) Upon hearing an adjective produced by the teacher, the child will repeat what teacher said. Pair word with picture.
   Example: Teacher holds up picture of red, says "red," child says, "red."
   Teacher holds up picture of ,sad, says "sad," child says, "sad."

**Teach , am verbing, following steps 10, 11, 12.

14. Verbal naming of adjectives.

(14) Upon seeing a picture the child tells what is shown.
Example: Teacher holds up a picture illustrating adjective "dirty," child says, "dirty."
Teacher holds up a picture illustrating adjective "big." child says, "big."

15. Verbal imitation of prepositions.

(15) Upon hearing a preposition produced by the teacher, the child will repeat what the teacher said.
Example: Teacher places a block ,in, a cup, as she places the block , she says, "in." Child repeats "in."
Teacher shows a picture of a cat "on" a table, says "on" child says, "on."

16. Verbal stating of prepositions.

(16) Upon seeing a picture or watching the teacher place an object, the child tells where the object is.
Example: As teacher places a penny "under" the chair, the child says, "under."
Teacher shows a picture, asks the child "Where is the cat?" The child says, "beside."
Teacher shows a picture, asks, "Is the cat over or in the house?" The child says, "over."

17. Verbal imitation of a noun phrase, (consisting of either adjective or preposition plus noun).

(17) Teacher produces a phrase and holds up corresponding picture, child repeats what the teacher said.
Example; Teacher says "red dress" and holds up corresponding picture, child says, "red dress."
Teacher says, "on the roof" with corresponding pictures, child says, "On the roof" or "on roof."

18. Verbal stating of noun phrase.

(18) Upon seeing a picture the child will use a noun phrase to describe the picture.
Example: Teacher holds up a picture and says, "What is that?" Child says, "open door."
Teacher holds up picture, asks, "Where is the dog?" Child says, "in the basket."

19. Verbal imitation of pronouns.

(19) Upon seeing the appropriate picture and hearing the teacher produce the appropriate pronoun, the child will repeat what the teacher said.
Example: Teacher holds picture of a boy and says, "he," child says, "he."
Teacher holds picture of an object and says, "it," child says, "it."

20. Verbal naming of pronouns.
  (20) Upon seeing a picture the child will label (name) it with the appropriate pronoun.
  Example: Teacher holds picture of a girl, asks, "Is this he or she?", child says, "she."
  Teacher holds picture of child, says, "Who is this?" , child says, "me."

21. Verbal imitation of basic phrases, (consisting of noun plus verb).
  (21) Upon hearing the teacher produce a phrase and seeing the appropriate picture, the child will repeat what the teacher said.
  Example: Teacher holds up picture, says, "dog is running," child repeats, "dog is running."
  Teacher holds up picture, says, "boy is sleeping," child says, "boy is sleeping."

22. Verbal statement consisting of noun plus verb.
  (22) Upon seeing a picture, the child produces a two word (noun and verb) phrase about the picture.
  Example: Teacher holds up picture and says, "What is happening?' , child says, "mama is cooking."

23. Verbal imitation of simple patterned sentences.
  (23) Upon hearing the teacher produce a patterned sentence, the child will reproduce what the teacher said.
  Example: The teacher says, "Iwant milk," child says, "I want milk."
  Teacher says, "Ilike candy," child says, "I like candy."

Other useful phrases: I want ______. I like _____. I have____. Give me ______. This is a ____. Where's the ____.

(To teach this skill, use pictures for the items being patterned).

24. Verbal usage of simple patterned sentences
  (24) Upon hearing the model once and seeing apicture, the child will use the patterned sentence.
  Example: Teacher shows picture of ice cream, child says, "I like ice cream."

By this time, the child should be required to use appropriate speech to obtain what he wants and to effect others in constructive ways.

25. Verbal imitation of simple sentences.
  (25) Upon seeing a picture or real situation, the teacher will use a simple three element sentence to describe it, child will repeat teacher's statement.
  Example: Teacher says "sent " and child repeats.

n+ prep + n (the dog is in the house)
mod + n + v (the gray cat is sleeping)
n + v + N (the boy is digging a hole)

26. Verbalization of simple sentences.
(26) Upon seeing a picture or real situation, the child will use a simple three element sentence to describe it.
Example: n + prep + n (the bird is on the table)
mod + n + v (the black dog is eating)
n + v + n (the dog is pulling the wagon)

27. Verbalization of four element simple sentences.
(27) Upon seeing a picture or situation, the child will use a four element simple sentence to describe it.
Example: mod + mod + n + v (three big cats are eating)
n + N + prep + n
mod + n + v + n
n + v + n + v

By this point in the language program, the child should be generating his own grammatically correct sentences to express his needs and describe present situations.

28. Answers Questions (using picture stimulation).
(28) Upon presentation of question, the child will give an appropriate answer.
Example: Teacher holds up picture and asks child, "What is this?" Child answers. "Is this a _____ or ______?" Child gives correct answer choice of two answers.
"Is this a _____?" child answers either yes or no.

29. Verbal imitation of conjunction.
(29) Upon presentation of two pictures the teacher will model a sentence using "and," the child will repeat what the teacher said.
Example: Teacher says, "I have a car and a dress," child repeats.
Teacher says, "The boy and girl are eating lunch," child repeats.

30. Verbal use of conjunction.
(30) Upon seeing two visual stimuli (either picture or real situation) the child will use a complete sentence with the conjunction "and" in it, to describe the stimulus.
Example: Teacher holds up two pictures and asks child "What do you see?" child says, "I see a dog and a cat."
Teacher holds up two pictures and asks child, "What is the boy doing?" child answers, "The boy is digging and raking."

31. Verbal use of functional relationships.
(31) By the use of two word utterances the child will express relationships.
Example: 1. Existence - There dog
2. Recurrence (demand, desire)
More milk
3. No existence - No milk = Milk is gone

31. (31) 3. CONTINUED

a. Cessation (As he puts down glass of milk, as he sips)
b. Disappearance (Milk in glass is all gone)
c. Rejection (Pushes milk aside)
d. Non- existence (Sees no milk)
e. Denial (As he sees orange juice)
f. Prohibition (Points to adult drinking milk)

32. Verbal use of Negation.

(32) The child will use negation to express appropriate situation.

Examples: Stage 1. a. neg → subject No Daddy go
b. neg → NP No milk
c. neg → NP No want that

Stage 2 Negative embedded in sentence where auxillary would normally occur. Example: I no play.

Stage 3 No structural change, but adds don't, can't.

Stage 4 a. Auxillary emerges and is placed correctly in relation to not. Example: I can not play.
b. Do is emerging
c. No contractions.

Stage 5 a. Do used more. Example: I do not eat bugs.
b. Contractions used. Example: isn't ,can't.
c. Like adults except for tense and number.

33. Verbal use of gender.

(33) Upon questioning child, responds with correct answer regarding gender.

Example: When asked if he is a boy or a girl, he answers appropriately.

34. Relates experiences from the recent past.

(34) When child is in presence of familiar adult, relates experiences of school day, or field trip during day.

Example: Child tells mother about his day in school when she comes to pick him up.

35. Use of Plurals.

(35) When presented with more than one stimuli, the child uses the correct plural form.

Example: Stage 1. Teacher says plural form of word along with visual representation (picture) , child repeats.

Stage 2. Teacher presents either singular or plural form (with picture) and child gives other form.

Stage 3. Teacher presents picture,child gives correct form of word.

Stage 4. Child uses correct form of plural in grammatically correct sentences.

36. Child asks questions.

(36) When requesting things, child will use correct question forms.

Example:
1. Tag Questions, example: Child says "I want to go out, okay?"
2. Yes/No Questions.
   - a. rising intonation at end of the sentences, example: Go out.
   - b. elaborate sentence structure continue rising intonation
   - c. auxillary system emerges
   - d. no inversion of subject and auxillary, example: I can go out?
   - e. inversion of subject and auxillary, example: Can I go out?
3. Wh Questions.
   - Stage 1.
     - a. fixed inflexable forms
       - 1) What's that?
       - 2) What men doing?
       - 3) Where men going?
     - b. not really asking for more information
   - Stage 2.
     - a. "What" for object
     - b. "What doing" for action
     - c. "Where" for location and direction
     - d. Tacks on WH questions in front of sentence.
   - Stage 3. WH stands for a piece of the sentence ie, What book name?
   - Stage 4.
     - a. auxillaries are emerging
     - b. no inversion of subject and auxillary.
   - Stage 5.
     - a. inversion of subject and auxillary
     - b. do - develops
       without inversion, with inversion
       number and tense, develop last

37. Answer functional questions.

(37) When asked a functional question, child will give appropriate answer.

Example: Teacher says, "What do you do when you are sleepy?" Child says, "Go to bed."

38. Relates past to present.

(38) The child will verbally relate a past experience to the present situation.

Example: Child is watching a baseball game and tells his father about the baseball game he played in school.

39. Asks for explanations, motives for action.

(39) When give a command, the child asks for explanation.

Example: Teacher says, "Johnny, hang your coat up." Child wants to know "Why?'

Child observes men digging up street and asks his mother why they are digging the street.

40. Verbalizes causal or logical relationships.
   (40) Child will verbalize the consequences of an action.
      Example: The child will tell his mother, "If I don't take off my wet clothes, I might catch a cold."
      The child will tell his younger brother, "If you don't stay out of the street, you'll have to go in the house."
      The child will say, "If I clean up all my toys, mom will let me watch television."

Level C - Individual Skills for Large Group Interaction.

Goal - To successfully increase individual language develppment in Large Group Situations.

1. Recall of group rules and procedures.
   (1) Child is able to demonstrate or verbally recall rules to govern his individual behavior.
      Example: Before child joins others in listening area, teacher asks child how he is to behave.

2. Recall of consequences to inappropriate behavior.
   (2) Child is able to state the results of inappropriate behavior.
      Example: Before child goes to play area, teacher asks child, "What will happen if you don't stay in the play area?" Child states that he will be sent back to his seat.

3. Verbally recognize feelings in others.
   (3) Upon questioning or spontaneously, child will identify feelings in others.
      Example: Child sees another child come into the room obviously upset, and he tells the teacher about the upset student.

At this point the child has acquired the basic skills for generating language appropriate to most situations. Rules of grammar, vocabulary, and language usage continue to develop and expand.

The child should continue to use language to reinforce others behavior as well as affect his own reinforcement for using appropriate language.

Before levels C or D can be expected to occur, the child must have developed a fairly advanced ability to relate to others.

Level D - Group Skills.

Goal - To contribute in group situations.

All language skills necessary to function in a group have already been established. The child should be reinforced for appropriate language usage. When the child makes an error in grammar or vocabulary, he should be presented with the correct model. Language should be fun and enjoyable not a chore.

Expressive Language Assessment Checklist

Child's Name ____________________

Observer ____________________

Level A - Readiness for Learning

The Skill Sequence for Expressive Language at this level is Level A Receptive Language and Level A of Imitation objectives, through A-5, preceded by achievement of Behavioral objectives A1-5. Upon completion of Imitative A-5 and Receptive Developmental objective B-5, begin Level B - Expressive Language.

*Level B - Small Group Activities.	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
1. Verbal imitation of sounds.					
2. Verbal imitation of syllables					
3. Verbal imitation of social speech.					
4. Verbal imitation of nouns (using pictures).					
5. Verbal naming of nouns (using pictures).					
6. Verbal imitation of verbs (using pictures).					
7. Verbal naming of verbs (using pictures).					

* Each of these skills has been taught as a receptive skill first. Criteria for skill becoming expressive is three consecutive sessions at 85% accuracy.

Expressive Language Assessment Checklist Page 2	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
Level B - CONTINUED 8. Verbal imitation of verb phrase (consisting of verb plus noun).					
9. Verbal usage of verb phrase (consisting of verb plus noun).					
**10. Verbal imitation of is plus verbing.					
**11. Verbal usage of "is verbing"					
**12. Verbal usage of "is verbing" in verb phrase.					
13. Verbal imitation of adjectives.					
14. Verbal naming of adjectives.					
15. Verbal imitation of preposition.					
16. Verbal stating of prepositions.					
** Teach "am verbing" following steps 10,11,12.					

Expressive Language Assessment Checklist Page 3	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
Level B- CONTINUED					
17. Verbal imitation of a noum phrase (consisting of either adjective or preposition plus noun).					
18. Verbal stating of noun phrase.					
19. Verbal imitation of pronouns.					
20. Verbal naming of pronouns.					
21. Verbal imitation of basic phrase. (consisting of noun plus verb).					
22. Verbal statement consisting of noun plus verb.					
23. Verbal imitation of simple patterned sentences.					
24. Verbal usage of simple patterned sentences.					
25. Verbal imitation of simple sentences.					
26. Verbalization of simple sentences.					
27. Verbalization of four element simple sentences.					

Expressive Language Assessment Checklist Page 4	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
Level B - CONTINUED					
28. Answers Questions (using picture stimulation).					
29. Verbal Imitation of conjuntion.					
30. Verbal Use of conjunction.					
31. Verbal Use of functional relationships.					
32. Verbal use of Negation.					
33. Verbal Use of gender.					
34. Relates experience from the recent past.					
35. Use of Plurals.					
36. Child asks questions.					
37. Answer functional questions.					
38. Relates past to present.					
39. Asks for explanation, motives for action.					
40. Verbalizes causal or logical relationships.					

Expressive Language Assessment Checklist Page 5	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	COMMENTS
Level C - Individual skills for Large Group Interaction					
1. Recall of group rules and procedures.					
2. Recall of consequences to inappropriate behavior.					
3. Verbally recognize feelings in others.					
Level D - Group Skills					

All language skills necessary to function in a group have already been established. The child should be reinforced for appropriate language usage. When the child makes an error in grammer or vocabulary, he should be presented with the correct model , but not penalized for the error. Language should be fun and enjoyed not a chore.

APPENDIX A

DEFINITION OF AUTISTIC CHILDREN

(The following working definintion of autistic children, developed by the National Society for Autistic Children (NSAC), was approved by the NSAC Professional Advisory Board, January 14, 1973. It is taken from the National NSAC Newsletter.)

GENERAL DEFINITION: The term "autistic children" as used by the National Society for Autistic Children (NSAC) shall include persons, regardless of age, with severe disorders of communication and behavior whose disability became manifest during the early developmental stages of childhood. "Autistic Children" includes, but is not limited to those afflicted with infantile autism (Kanner's Syndrome), profound aphasia, childhood psychosis, or any other condition characterized by severe deficits in language ability and behavior and by the lack of ability to relate appropriately to others. The autistic child appears to suffer primarily from a pervasive impairment of his cognitive and/or perceptual functions, the consequences of which are manifested by limited ability to understand, communicate, learn, and participate in social relationships.

SPECIFIC CHARACTERISTICS: Such children are typically multi-handicapped in their abilities to receive and communicate information, resulting in behavior inappropriate to physical and social demands of their environment. As in aphasia, the dominant communication disorder or learning disability appears to result from the inability to use and to understand language appropriately. The difficulty is often accompanied by impairment in motor, visual, and auditory perception. The behavior of an autistic child is typically improved by the application of APPROPRIATE educational procedures. A combination of some or all of the following behaviors characterize the autistic child. These behaviors vary from child to child and time to time in severity and manner.

1. Severely impaired speech or lack of speech.
2. Impaired or complete lack of relatedness and social inaccessibility to children, parents, and adults.
3. Extreme distress for no discernible reason due to minor changes in environment.
4. Lack of intellectual development or retardation in certain areas, sometimes accompanied by normal or superior abilities in other areas.
5. Repetitive and peculiar use of toys and objects in an inappropriate manner, and/or similar repetitive and peculiar body motions, such as incessant rocking.

6. Unusual reaction to perceptual stimuli, such as seeming not to hear certain sounds and over-reacting to others such as holding hands over ears or "looking through" objects, poor eye contact, or unable to perform certain gross and/or fine motor activities (walking with a peculiar gait, limpness in fingers, inability to hold a pencil appropriately).

7. Onset of disorder at birth or apparent normal early development followed by deterioration in functioning.

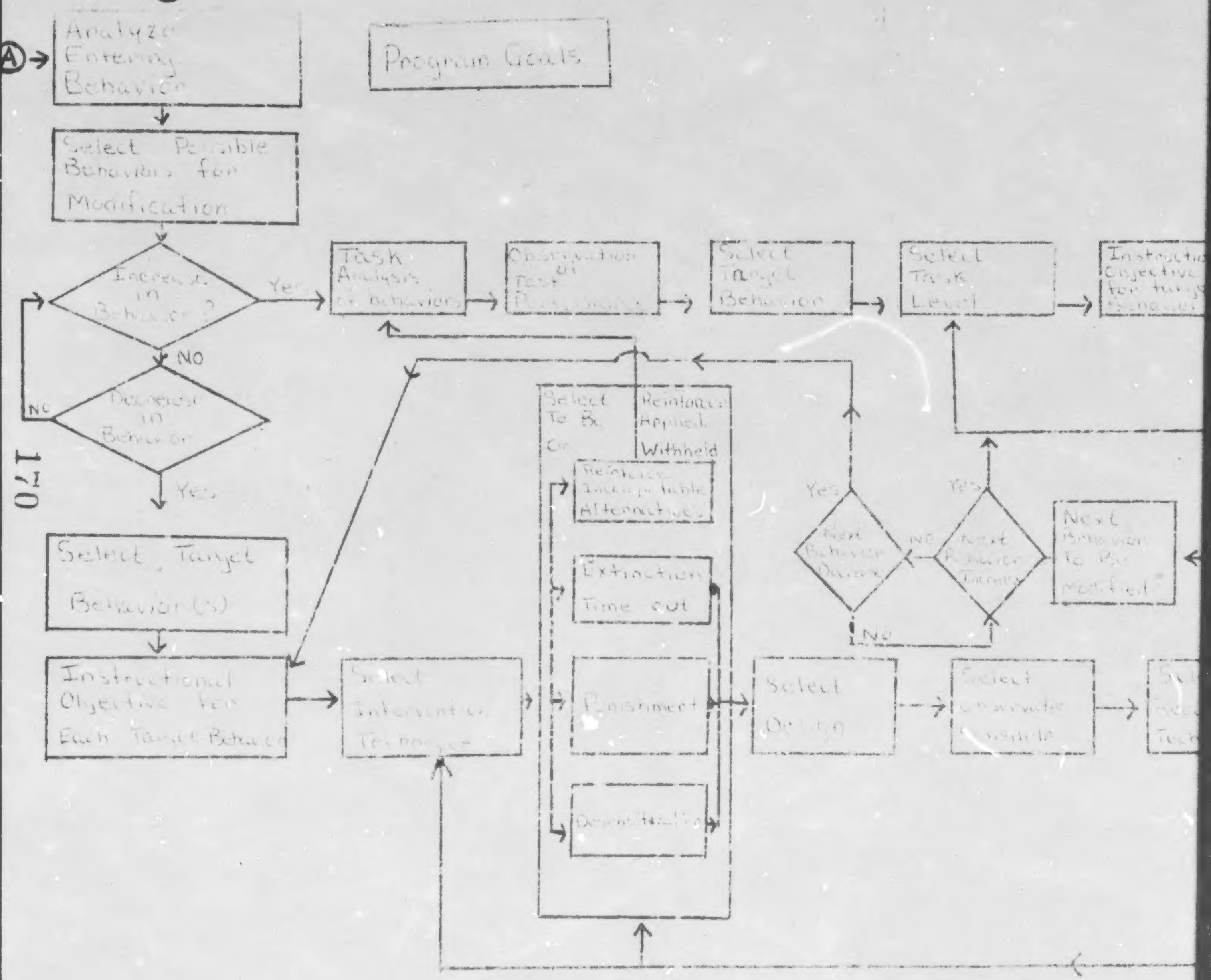
8. Hyperactivity or passivity.

9. Apparent insensitivity to pain.

* It is anticipated that this working definition of autism will be changed and made more specific with new research knowledge.

APPENDIX B

Behavior Modification Intervention Model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Program Goals
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Increase in Behavior?
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NO
Decrease in Behavior
NO
Yes
Task Analysis of behaviors
Observation or Test Performance
Select Target Behavior
Select Task Level
Instructio Objective for targ behavior
Select To Be Or
Reinforcer Applied Withheld
Reinforce Incompatible Alternatives
Extinction Time out
Punishment
Desensitization
Yes
Next Behavior Decrease
NO
Yes
Next Behavior Increase
No
Next Behavior To Be Modified
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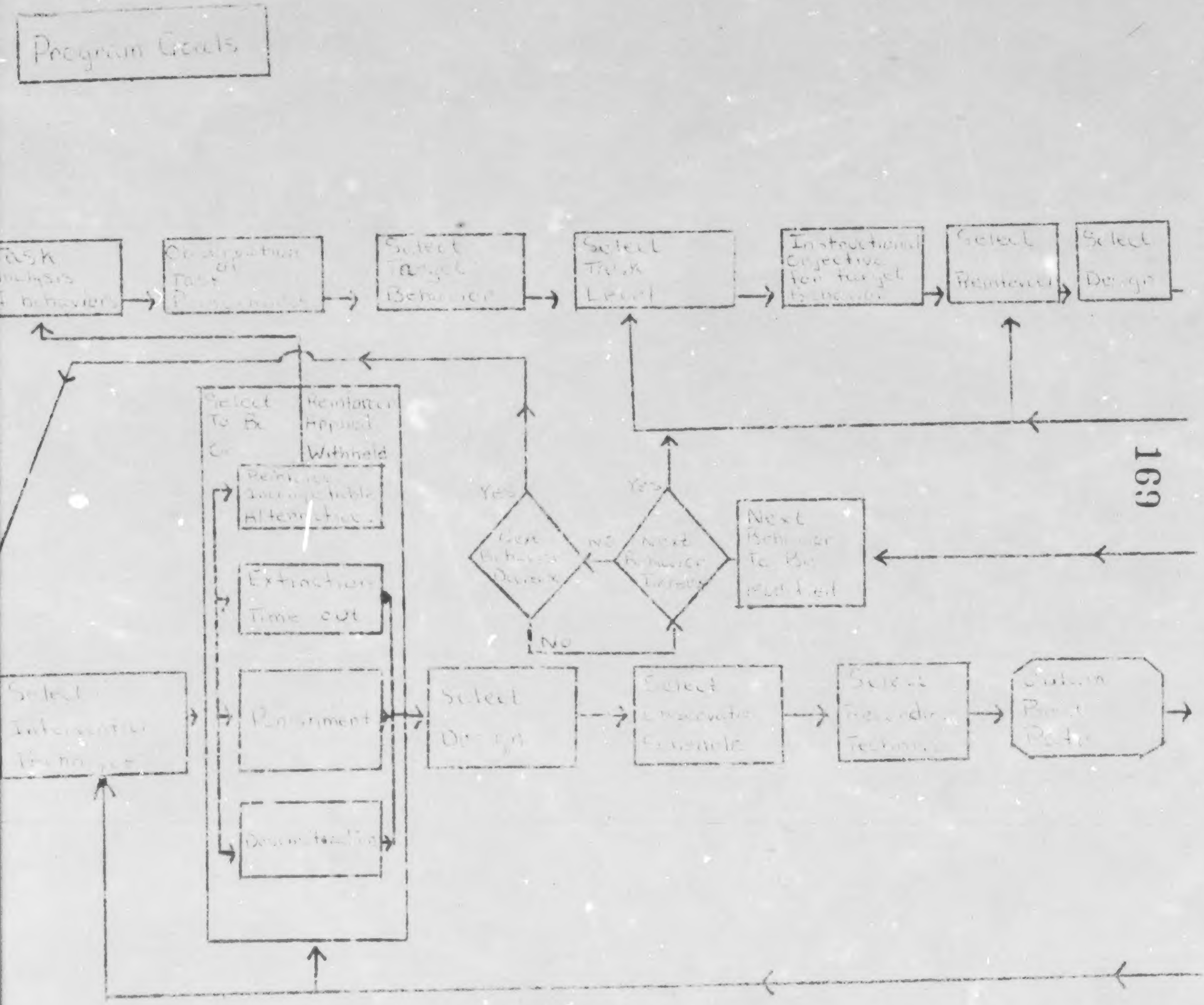
Instructional Objective for Each Target Behavior
Select Intervention Technique
Select Design
Select Observation Schedule
Sel Rec Tech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Task
behaviors
Select
Target
Behavior
Select
Task
Level
Instructional
Objective
for target
Select
Reinforcer
Select
Design
Select
To Be
Or
Reinforcer
Applied
Withheld
Alternative.
Extinction
Time out
Punishment
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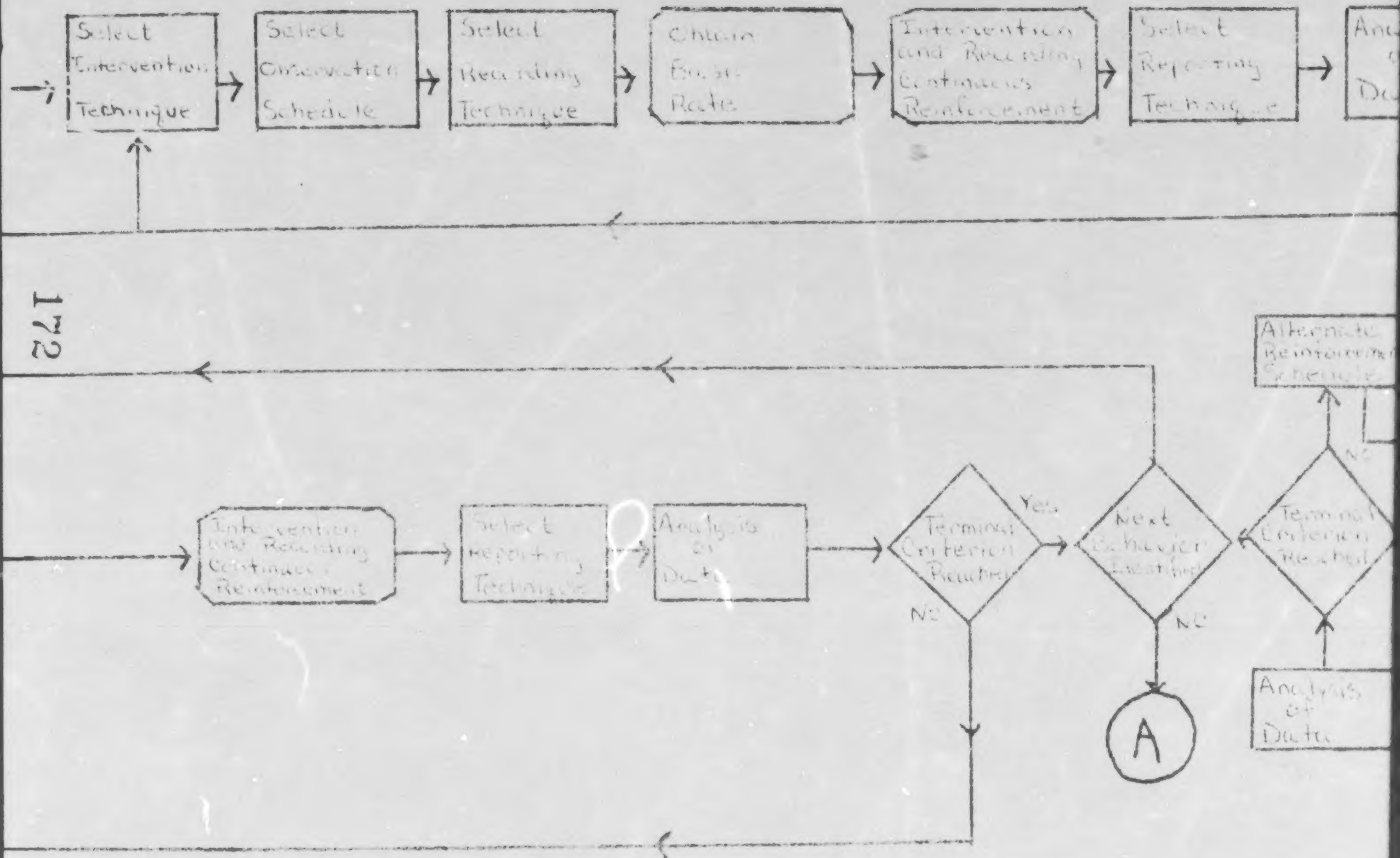
No
Yes
No
Next
Behavior
To Be
Select
Select
Design
Select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Select Observation Schedule
Select Recording Technique
Obtain Base Rate
Intervention and Recording Continuous Reinforcement
Select Reporting Technique
Ana
Da
Alternate Reinforcemen
Schedule
Intervention and Recording Continuous Reinforcement
Select Reporting Technique
Analysis of Data
Terminal Criterion Reached
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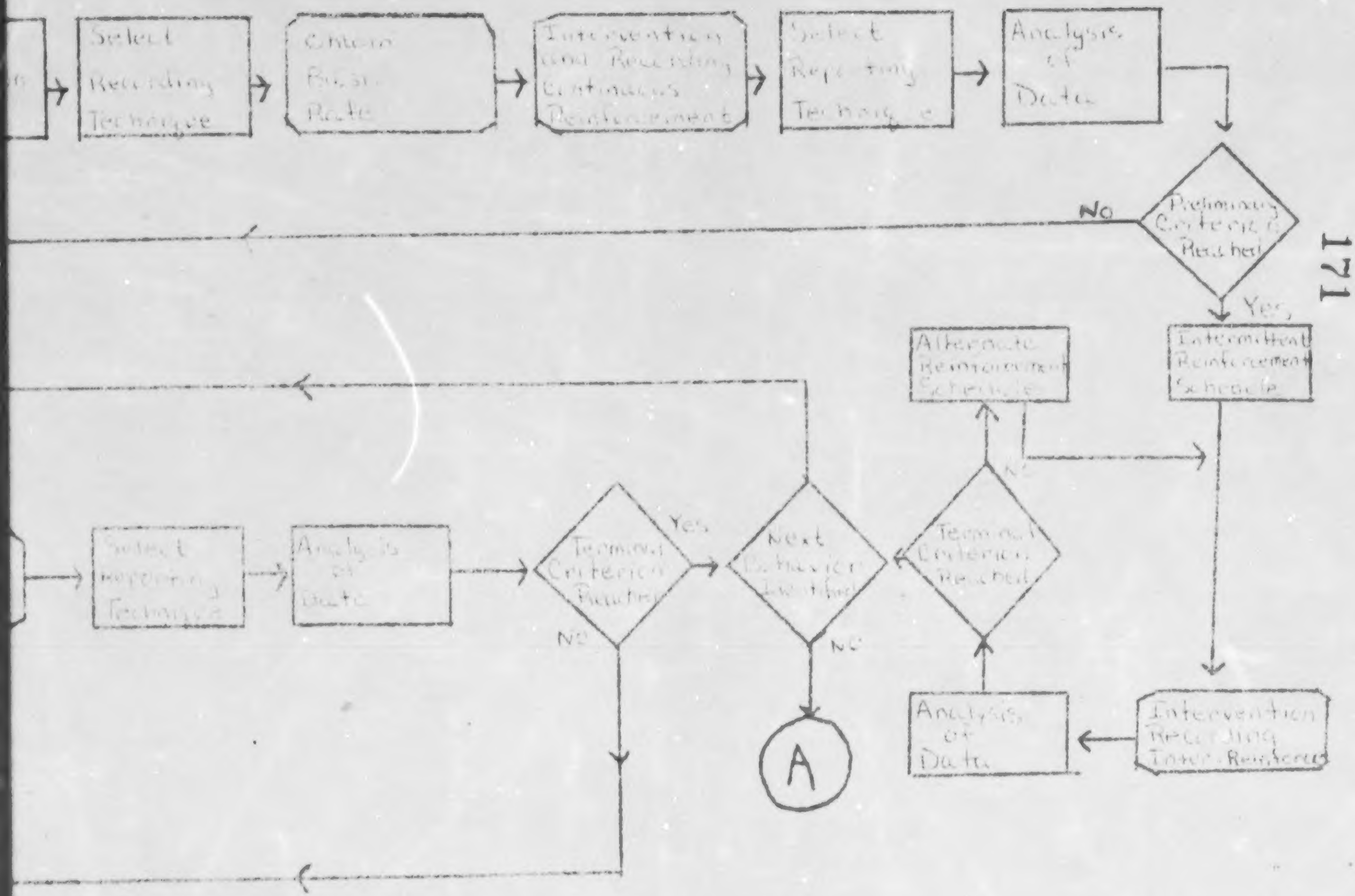
No
Next Behavior Identified
No
A
Terminal Criterion Reached
No
Analysis of Data


Select Recording Technique
Obtain Base Rate
Intervention and Recording Continuous Reinforcement
Select Reporting Technique
Analysis of Data
Preliminary Criteria Reached
No
Yes
Intermittent Reinforcement Schedule
Alternate Reinforcement Schedule
No
Terminal Criterion Reached
Next Behavior Identified
Yes
No
No
A
Analysis of Data
Intervention Recording Inter. Reinforcement
Select Reporting Technique
Analysis of Data
Terminal Criterion Reached

APPENDIX C

Toilet-Training Procedure

The toilet training procedure described here is basically the same program used by Drs. Azrin and Foxx for training the institutionalized retarded. We have adapted their program for use in the classroom and have successfully used it to toilet train two students in the Autistic Program.

Before the child can be toilet trained he must be physically capable of controlling his bladder. If he usually remains dry for an hour or more before wetting, he is probably ready for toilet training. Most children have reached this maturational level by the time they are enrolled in a public school. If the student seems to dribble constantly, it might be wise to have him examined by a physician. The examination should reveal any physical problem which might prevent successful toilet training.

Materials needed for toilet training are a variety of edible reinforcers and beverages, paper towels for wiping up accidents, plastic bags for sending home wet clothes, forms for recording data, and several changes of clothing. The child being trained should wear training pants rather than diapers. Preferably he should wear pants that have elastic around the waist, instead of snaps, so that the child can learn to remove them by himself easily.

Toilet behavior is a chain which can be broken down into several components, which are as follows: *

1. Child signs or says "bathroom"
2. Child walks to the bathroom
3. Child pulls down his pants
4. Child sits on toilet
5. Child eliminates
6. Child wipes himself, if necessary
7. Child stands up
8. Child flushes toilet
9. Child pulls his pants up
10. Child returns to his seat

We have a separate procedure for teaching each of these components behaviors. In order to speed up the toilet training program all nine skills are taught simultaneously, by running through the procedure for each component every time the child goes to the bathroom. The one exception to this is that a child is not ready to begin bladder training (step5.) until he is able to sit on the toilet (step 4.) for at least five or ten minutes without being physically held. Many children will already be capable of sitting on the toilet for this length of time. However, if the child you are training is not capable of sitting, steps 5 and 6 can be left out while you concentrate on lengthening the sitting response. The following outlines will show how we teach each toileting skill. After each skill is learned we begin fading out the primary reinforcement.

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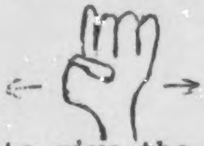
*Operating light switch and washing hands are also included in the complete sequence. However, for sake of brevity are not included in this sequence.

Target behavior - child signs or says "bathroom" (step 1.)

a. Simulteneously sign and says "bathroom" (The sign for bathroom is made by holding your hand with palm facing the student, with your fingers extended and pointing upward. The thumb should be turned in toward the palm of your hand. Wave your hand sideways several times).



b. If the child does not imitate, prompt him to give the correct sign.
c. Immediately praise,the child saying "Good saying bathroom" and give him a primary reinforcer. Fade out the primary reinforcement when the response is learned.

Target behavior - child walks to the bathroom (step 2.)

a. Lead the child to the bathroom door.
b. Say "Go to the bathroom."
c. If necessary, physically prompt child to walk into the bathroom.
d. Give him verbal praise by saying "Good going to the bathroom" followed by primary reinforcement.
e. When child walks into the bathroom without the physical prompt, start the procedure a few feet away from the bathroom door at the beginning of the next trial. Continue the procedure gradually increasing the distance from the bathroom until the child is able to start from his chair. If the child wanders off course, start again from a position a little closer to the bathroom.

Target behavior - child pulls down his pants (step 3.) *

a. Pull the child's pants down almost to his ankles.
b. Physically prompt child to grasp the waistband of his pants.
c. Say "Pants down"
d. If necessary, physically prompt child to pull his pants the rest of the way down.
e. Reward him by saying "Good pants down" followed by primary reinforcement.
f. Gradually fade the physical prompts. When the child can respond without physical prompting begin with his pants a little higher up on his body for the next trial. Continue this procedure until the child can pull his pants down from the waist without physical prompting.

*Warning! - this procedure should be carried out in the bathroom only.

Target behavior - child sits on toilet (step 4.)

a. Have child sit down on the toilet prompting if necessary. Fade this prompt using less pressure each time.
b. Reinforce the child immediately by saying "Good sitting on the toilet" followed by a primary reinforcer.
C. 1) Wait a few seconds, if the child remains seated reward him again.for sitting on the toilet.
   2) If child did not remain seated,physically hold him on the toilet using the minumum amount of pressure necessary and then reinforce him for remaining seated. Fade out the physical hold, as the child learns to remain seated by himself until he is rewarded.
d. Gradually lengthen the time the child must sit before receiving the next reward. If he stands up before the time period is up, revert to a shorter interval where the student was successful for a couple of trials, then begin increasing length of time.
e. On each successive trial move stand farther away from the child until he is able to remain seated on the toilet without your physical presence in the bathroom.
f. Continue until the child is able to remain on the toilet for a minimum of five or ten minutes.

Target behavior - child eliminates in toilet (step 5.)

This part of the toilet training program can be broken down into several procedures:

a. Increased fluid intake - In order to increase the number of learning opportunities, it is necessary to increase the child's fluid intake during the toilet training program. An easy way to do this is to substitute beverages for the usual snack type reinforcers that are used in the classroom. To keep the child consuming as much liquid as possible vary the kind of beverage offered throughout the day. He will not become satiated as easily using this method. It is helpful if the parents give the child something to drink about thirty minutes before he arrives at school so that toilet training can begin early in the school day.
b. Rewarding child for eliminating in the toilet - To insure a reasonable number of successes the child should be taken to the bathroom at frequent intervals (approximately every twenty or thirty minutes) in the beginning of the program. As the child becomes trained, the number of trips to the bathroom can be gradually decreased. The trainer remains with the child while he is in the bathroom. As soon as the child begins to eliminate, praise him by saying "Good using the toilet" then give him a primary reinforcer. If the student has been sitting for five to seven minutes and has still not eliminated take him off the toilet and try again later. Otherwise the bathroom may become aversive to him.
   When the child has started this part of the toilet training program fade the rewards given for sitting on the toilet in step 4., so that the child must eliminate in the toilet before being rewarded.

c. Aversive consequences for toileting accidents - If the child has eliminated inappropriately he must first clean up himself and the area he has soiled, then go through the positive practice routine which is described later in this sequence. During cleaning and positive practice, praise and rewards are not given because this might result in reinforcing the child for having an accident. Verbal interaction and physical contact should be kept to a minimum since these may also be reinforcing to the child. Avoid giving multiple commands to the student, especially at this time. Give the instruction once and wait a few seconds. If the student does not respond as requested repeat your instruction. Then use a physical prompt to get him started. Since the student will probably not find cleaning up and positive practice rewarding, it may be necessary to physically prompt him through the entire routine, the first few times.

It is best to avoid frowning or showing any of the other usual emotional reactions when the child has an accident, because this may be reinforcing to some autistic children. Interact with the child in calm but firm manner using a neutral tone of voice.

The water the child uses to clean himself up with should be cold. Warm water may make the clean up procedure too rewarding for the child.

1) Clean up Routine
   a) As soon as it is discovered that the child has wet, place his hand over the crotch of his pants and say "You're wet.You have to clean up."
   b) Have the child go to the bathroom take off his pants and sit on the toilet using the minimum amount of prompting that is necessary.
   c) Give him a wet cloth, saying "Clean youself up." Prompt the student to wash his genital area throughtly.
   d) Put clean dry pants on over the child's feet then have him stand and pull his pants up.
   e) If the child has had a bowel movement and his pants are badly soiled, say "Clean up your pants" and prompt him to wash them out briefly in the toilet or sink.
   f) Return the student to the area of the classroom where he was found to be wet. Give him a wet cloth and say "Clean up your chair" prompting him to do so, if necessary. Use the same procedure to have the child clean up anything else he has soiled in the area. At the beginning of toilet training, the clean up routine should be kept fairly brief to avoid giving the child too much negative reinforcement before he fully understands what is expected of him. This is also true if the accident may have been unavoilable. For example, if the child has diarrhea he should clean himself up briefly without overly prolonging the negative consequences.

      Following the clean up procedure the child should go through positive practice as described below, starting from the area of the classroom where he was found to be wet.

2) Positive Practice
   - a) Say "Now we are going to practice going to the bathroom.
   - b) Following the usual procedure have the child go to the bathroom, lower his pants and sit on the toilet.
   - c) After the child has been sitting for a few seconds have him raise his pants and return to where he was found wet.
   - d) Repeat steps b and c approximately ten times. As with the clean up procedure, positive practice may be shortened at the beginning of the training program or if the accident was unavoidable.

d. Dry Pants Checks - In order to toilet train the child rapidly we also reward him for having dry pants. After the child has been remaining dry consistently for a week or two we begin reinforcing elimination on the toilet on a intermittent basis. Reinforcement for elimination is gradually given less and less often until only the pants checks are maintaining the toileting behavior. Initially pants checks are made at least every fifteen minutes. As the child becomes toilet trained, the interval between the checks can be gradually increased. If the child has had an accident and has gone through the clean up routine and positive practice, a pants check is a good way to start him back on positive reinforcement. A pants check after the child has gone to the bathroom is also a good idea since he has a good chance for success at this time. The procedure for the pants check is shown below.

Procedure for Dry Pants Checks
1) Say "Johnny are you dry?"
2) If necessary, physically prompt the child to feel the crotch of his pants.
3) If the child is dry, say "Good being dry" and give him a primary reinforcer.
4) If the child is wet proceed with clean up and positive practice as described previously.

Target behavior - child wipes himself (step 6.)

This behavior is difficult to teach to a male child if toilet training is carried out only in the school since opportunities for wiping occur at a low frequency. The procedure should not be practiced except when wiping would normally be appropriate. Otherwise the child might become both sore and uncooperative. Since there are few opportunities to practice wiping, it is even more important to practice the procedure the same way every time.

Wiping Procedure
a. Say "Johnny wipe yourself."
b. Tear off the toilet paper.
c. Wipe the child.
d. Hand the toilet paper to the child and physically prompt him to drop it in the toilet. Fade the prompt on successive trials. When the child responds correctly without a prompt proceed to step e.

e. Use the same procedure, but require the child to wipe himself (c.) as well as throw away the toilet paper. Physically prompt the student to do this at first, then begin fading the prompt until it is no longer needed.
f. When step e. is accomplished have the student do steps b., c., and d. himself. Fade the physical prompt until the child can perform the entire sequence with verbal cue only.

Target behavior - child stands up (step 7.)

This behavior is easily taught by giving the verbal cue "Stand up" followed by a light physical prompt. When the child stands up reinforce him saying "Good standing up." The prompt should be faded as rapidly as possible.

The child should be cued to stand as soon as he is finished on the toilet. For most students being allowed to get off the toilet is rewarding. Therefore, allowing the child to stand immediately after elimination reinforces the child for eliminating promptly after being seated on the toilet.

Target behavior - child flushes toilet (step 8.)

This behavior is taught by giving a verbal cue "Flush" followed by a physical prompt. Reinforce the correct response by saying "Good flushing." The child should be prompted to flush the toilet immediately after standing especially if the child smears feces. Do not allow the child to flush the toilet unless he has eliminated. The sound of the toilet flushing is reinforcing to some children, so flushing the toilet is used as an additional reinforcer for eliminating in the toilet.

Target behavior - child pulls his pants up (step 9.)

a. Pull the child's pants up almost to his waist.
b. Physically prompt the child to grasp the waistband of his pants.
c. Say "Pants up."
d. Prompt the child to pull his pants the rest of the way up.
e. Reinforce the child, by saying "Good pants up."
f. Fade the physical prompt on successive trails until it is no longer needed.
g. Start the child with his pants a little lower on the next trial.
h. Continue until the child can pull his pants up from his ankles without prompting.

Target behavior - child returns to his seat (step 10.)

Use the same procedure that was used to teach the child to walk to the bathroom.
a. Have the child walk the last few feet to his chair.
b. Fade prompts.
c. Start the child a little farther back from his chair.
d. Repeat steps b. and c. until the child can walk from the bathroom to his chair without prompting.

So far the child has been taught to go through the toileting sequence when he is given verbal cues. The long range goal, however, is to teach the child to go through the entire sequence without the trainer being present. Therefore, all of the cues and prompts must gradually be faded out.

This is accomplished by using the minimum cue necessary to initiate the desired behavior each time. For example, if we wanted the child to sit on the toilet we might first wait for a brief interval (about four seconds) before giving a cue, to see if the child will self initiate the response. If the child does not begin to sit on the toilet a visual cue should be given, such as looking at or pointing to the toilet. If this does not work use a verbal cue followed by a physical prompt, if necessary.

Generally it is much easier to fade visual cues than verbal cues. Therefore, pair visual cues with verbal instruction so that these cues will be understood by the child. Some of the visual cues that might be used are as follows:

Behavior	Visual Cue
Walks to bathroom	1. point or look in the direction of the bathroom
Pulls down pants	1. trainer grasps the waistband of his own pants 2. trainer points to or looks at child's pants
Sits on toilet	1. trainer looks at or points to toilet and makes downward motion with his hands 2. trainer looks at or points to toilet
Wipes himself	1. look at or point to toilet paper
Stands up	1. look at student and make upward motion with your eyes or hands
Flushes toilet	1. look at or point to handle on toilet
Pulls pants up	1. trainer grasps the waistband of his own pants 2. trainer looks at or points to child's pants
Returns to seat	1. look or point in the direction of the child's chair

As soon as possible fade out the verbal cues so that the child initiates the desired behavior on visual cue alone. When first beginning to fade the verbal cue a light physical prompt may also be needed, but this should be faded when it is no longer necessary. After the child can respond on visual cue alone it can be faded by simply using a less obvious cue each time. For example, we might fade from pointing to the toilet to looking at the toilet.

It is not necessary to wait until the entire toileting sequence is learned before beginning to fade the prompts on the steps that the child has already mastered. In fact, prompts should be faded as soon as possible, so that the child will not become dependent on them.

We also give primary reinforcers on an increasingly intermittent basis as each step is learned, until the child is responding to verbal praise alone. Then verbal praise is given more intermittently until only the dry pants checks are maintaining the entire toileting sequence.

Toilet training will of course generalize more quickly to the home if the parents are able to follow through with the program. Many parents, however, work, are involved in other activities, have too many other children to take care of, or for some other reason are unable to follow the program consistently. In this case it might be best to train the child at school first. Then it should not be too difficult for the parents to generalize the training to the home over a weekend. They may also be more willing to try after they have seen that the child can remain dry at school. If the parents were to attempt to follow through with the toileting program at a time when they are not able to do so consistently, it would conceivably make training the child more difficult both in the home and in the school.

Until the child has learned to eliminate in the toilet a staff member must be available full time to work on toilet training. In this program,staff member was released by arranging for volunteers to substitute for the toilet trainer in the classes while he followed the child through the daily schedule and worked on toilet training. When the toilet trainer was not specifically working on toilet training, he served as an aide in the child's academic classes. Some other arrangement, possibly utilizing volunteers or aides as toilet trainers might be more suitable in other classrooms. In some cases it might also be feasible to have one person toilet train two children at the same time.

Data collection is simplified if only one person is responsible for toilet training the child. The toilet trainer records the time and results of each pants check and number of trips to the bathroom. Toileting accidents are also noted. If more than one person is toilet training some provision must also be made for recording the step that the child started on for toilet approach, or raising and lowering his pants. The prompts and cues used must also be recorded. To simplify data collection,the floor could be marked with a piece of tape to show where the child had started on his last toilet approach attempt. To show where the child had started on raising or lowering his pants the data sheet could include a drawing of a person and the starting point indicated by an arrow.

There are several differences between the Foxx-Azrin program as described in the book "Toilet Training the Retarded" and the procedure that has been described herein.

Foxx and Azrin used electrical devices for signaling when the child had wet his pants or urinated in the toilet. These devices are somewhat expensive, however, and are not really necessary if only one child is being trained at a time.

Their program calls for showing disapproval verbally and by facial expression whenever the child has an accident. The institutionalized retarded child, however, in terms of reinforcement history and the behaviors that have been expected of him, differs from the autistic child who is living at home. If the toilet trainer were to show disapproval for accidents with these autistic students, there is a good chance that he might end up reinforcing the same behaviors that he was trying to eliminate.

This program's schedule for toileting, pants inspections, and giving fluids is not as strict as Foxx and Azins, because the child's academic routine was to be interrupted as little as possible for the toilet training procedure.

This toilet training program was used consistently only during the five and one half hours that the child was in school each day. Foxx and Azrin on the other hand are able to toilet train twenty four hours a day, seven days a week. Their results were obtained more rapidly, using the twenty four hour program. On the average Fozz and Azrin were able to train a child to toilet himself independently in four days. Using the previously stated program, it will take approximately five days to train a student to use the toilet when taken by a staff member if there is no follow through in the home. This is still quite an improvement over previous performance, however. Both staff and parents will appreciate the fact that the child is now toilet trained.

APPENDIX D

Curriculum Cards

The following are examples of curriculum cards to be developed by teachers in the classroom. The cards relate to specific areas of curriculum. If the cards are numbered sequentially in relation to the developmental sequence for the skill area, teacher planning and plans for substitutes are simplified. Please note that materials and procedures are included.

Skill Area - Visual

Task - Discriminating a variety of forms, shapes and colors of substances.

Level - Discrimination

Objective - Child will explore a variety of foods in different forms, shapes and colors.

Student Task - Watch and Listen, Imitate, Perform alone.

Equipment -
1. Fresh fruit, cans of slice or crushed fruit, pictures of fruit, can of juice.
2. Sugar beets, sugar cane, brown sugar, powdered sugar, and granulated sugar.
3. Fruits and vegetables, canned, juices, etc.
4. For two or three days, have fruits and vegetables the same color, strawberries, tomatoes, red juice, carrots, oranges, apricot juice,

Teacher demonstration - Assemble fruit on table - cut the fresh pineapple in front of the children. Show them all variations of pineapple, telling them the names. After children are familiar with various forms of the fruit, ask them to make a choice between sliced or crushed pineapple. Do the same with apple slices, applesauce, apple butter and apple juice. Again they can be asked which they prefer. (Can use frozen vegetables, make orange juice at the table, etc.)

Student task - Child shall explore the fruits and vegetables by tasting them, smelling them and selecting which form of the fruit he would like to have. Non-verbal children can point to choice or to cans. Most forms of a fruit can be combined with crackers, for snack. Reward child with his choice and verbally.

APPENDIX D

Curriculum Cards

CONTINUED

Skill Area - Receptive Language

Level - Auditory discrimination

Task - Classifying sounds according object producing the sound.

Objective - When he is given an object that makes a sound, the child will find another that makes the same sound.

Student task - Watch and listen, imitate, perform alone.

Equipment -
1. Several opaque containers that can be opened and closed securely.
2. Materials such as salt, rice, beans, peanies, rocks, or small nails.

Teacher demonstration - Assemble all materials. Tell the child we are going to find two cans that make the same sound. First pick up various cans and shake them, showing child how to make the cans make sounds. As you are doing this hold one can in each hand, asking, "Do these two cans make the same sound?" Verbalize "This can makes a louder noise than this one." "These two sound alike." Put the two cans together that make the same sounds and shake them together again so the child can hear that they are alike,

Student task - To model teacher's behavior, after she has rearranged the cans, so that the two she used are not in the same place. After child is able to use the same two cans, new cans should be introduced one at a time. Comparisons should be encouraged with verbal prompts and physical prompts. Reward all successful attmepts with verbal praise and cereal.

APPENDIX E

Student Progress Report

THE GATEWAY SCHOOL
4000 Silver Star Road

NINE WEEKS REPORT

Name: ____________________

Teacher: ____________________

Progress Report #1-2-3-4

Date: ____________________

Performance

Reading: __________

Math: __________

Writing: __________

Social-Emotional Development: ____________________
____

Academic Achievement: ____________________

Teacher:

____________ Reading: ____________________
____
____

____________ Writing: ____________________
____
____

____________ Perception-Gross Motor: ____________________
____
____

____________ Self-Help Skills: ____________________
____
____

____________ Math: ____________________
____
____

____________ Language Development: ____________________
____
____

____________ Pre-vocational, Foods, Art, Music: ________
____
____

APPENDIX E

Student Progress Report

THE GATEWAY SCHOOL
4000 Silver Star Road

NINE WEEKS REPORT

Performance

Name: ______________________________ Reading: ____________

Teacher: ____________________________ Math: ____________

Progress Report #1-2-3-4 Writing: ____________

Date: ______________________________

Social-Emotional Development: ____
____

Academic Achievement: ____

Teacher:

____________________ Visual Perception ________________________
____
____

____________________ Receptive Language ________________________
____
____

____________________ Gross Motor: ________________________
____
____

____________________ Fine Motor: ________________________
____
____

____________________ Self-Help: ________________________
____
____

____________________ Language Development: ________________________
____
____

____________________ Pre-vocational, Foods, Art, Music: ____________
____
____

APPENDIX F

Prescriptive Diagram Form

Page 1

Nine Week Prescriptive for____________Date____________
Number 1 2 3 4

Academic Areas	Teacher	Objectives	Materials	Procedure	Evaluation
Reading					
Arithmetic					
Writing					
Language Development					
Social-Emotional Development					

Nine Week Prescriptive for ____________ Date ______________
Number 1 2 3 4

Academic Areas	Teacher	Objectives	Materials	Procedure	Evaluation
Visual Perception					
Receptive-Language (Auditory Perception)					
Speech					
Self-Help Skills					
Fine-Motor Perception					
Gross Motor					

Nine Week Prescriptive for ______________ Date ____________________

Number 1 2 3 4

Academic Areas	Teacher	Objectives	Materials	Procedure	Evaluation
Music					
Home-Economics (Foods)					
Art					
Pre-Vocational					

APPENDIX G

MATERIALS LIST

AUDITORY SKILL AREA

- Teacher made sound makers
- Bells - high to low
- Whistles
- Shakers with macaroni
- Shaker with pennies
- Cymbals
- Xylophone
- Buzz Board
- Telegraph Key
- Peabody Kit Records:
  - Basic sounds
- D.L.M.: familiar sounds
- A.T.P.: sound training tapes
- Sounds I can hear:
  - at the zoo
  - household sounds
  - transportation
  - neighborhood
  - at school
- Auditory discrimination in depth: cards and dittos
- Peabody Picture Cards:
  - objects
  - foods
- Teacher made pictures:
  - objects
  - people
- Action pictures
- Name pictures
- Beginning sounds
- Alphabet match ups
- Rhyming sounds
- Constant Items:
  - Tape Recorder
  - Head phone sets and Multi-jack box
  - Record Player
- Taped sounds
  - Animal objects
  - Animal pictures

VISUAL SKILL AREA

- Teacher-made materials Utilizing book Work Jobs
- Play chips
- Puzzles
- Color and shape bingo
- Pre-writing design cards and colored blocks
- Invicta attribute blocks
- Nuts and bolts board
- Fit-a-shape and Fit-a-blob
- Magnetic board
- Sequence cards
- Recall visual matching
- Kit of felt-face and face parts
- Symbol tracking textbook with self-erasing ink
- Colored balls in colored cups
- Feely-meely
- Object matching picture cards
- Number 1 and 2 shapes and color learning textbook for visual memory
- Opposite cards
- Bucket of fun
- Color stacking discs
- Food for food discrimination
- Color cards - Teacher made
- Playing cards: by suits, color and number
- Cartoons for sequencing - Teacher made
- Upper case letter cutouts
- Community Settings Kits
- Counting discs
- Geometric shapes
- Lotto Sets
- Geometric or freeform puzzles
- Formboard
- Action Picture Sequence Cards
- Felt shapes
- Magnetic shapes
- Object Sorters:
  - boxes
  - egg cartons, etc.

FINE MOTOR SKILL AREA

- Form box
- Play chips
- Stacking discs
- Stacking Blocks
- Screw board
- Fit a blob
- Peg in hole
- Fit a shape
- Invicta attribute blocks
- Scissors
- Shape templates
- Rulers
- Lacing boards:
  - Different shapes
- Fundamentals of Mathematics:
  - Lines and planes
- Stapler
- Pounding bench
- Timer
- Play dough
- Beads for stringing:
  - Different shapes and card cues
- DLM puzzles:
  - shapes
  - Animals
  - People
- Peabody Cards:
  - Picture of objects
- Zipper and Snap board
- Plastic objects
- Chalk
- One inch cubes (for stacking and building)
- Playschool puzzles - simple
- Manila paper
- Xylophone
- Crayons - assorted sizes and pieces

SELF-HELP SKILL AREA

- Fire posters
- Safety posters
- Traffic signs
- Films - on health and safety
- Traffic posters
- Crayons
- Teacher made materials
- Paper towel
- Toothbrush and paste
- Hair: comb and brush
- Health poster
- Clothing
- Shoes and socks
- Zipper board
- Snapping board
- Lacing board
- Button board
- Peabody Picture Cards
- Good health poster sheets
- Peabody Body Parts
- Soap and water
- Plastic fruit

GROSS MOTOR SKILL AREA

- Balance beam
- Hula hoops
- Assorted ropes
- Directional posters
- Wooden steps
- Ladders
- Balls: assorted sizes and textures
- Bowling pins
- Signal cards
- Stomping board
- Bean bags and target
- Materials for obstacle course: sawhorse, tunnel, inner tubes, steps, and boxes
- Tumbling mats
- Footprint patterns
- Variety of physical fitness: records or tape recordings with and without instructions
- Jumbo Kindergarten blocks
- Hardwood Unit Blocks

ADDITIONAL MATERIALS

The following is a list of educational kits that we found helpful in working with our students. These programs have been selected with an eye to the following criteria:

- Provides structured approach to content area
- Involves meaningful use of manipulatives
- Calls for teacher-directed lessons with on-the-spot observation of student performance
- Provides method for evaluating performance

- Milton Bradley Early Childhood Enrichment Series
- Peabody Language Kit
- Distar Oral Language Kit
- Emerging Language